

DOCUMENT RESUME

ED 188 631

IR 008 500

AUTHOR Brooks, JoAnn: Steenhausen, Nancy
TITLE Implementation of the Expanded Indiana Vocational Education Information Services. Final Report.
INSTITUTION Indiana Univ., Bloomington.
SPONS AGENCY Indiana State Board of Vocational and Technical Education, Indianapolis.
PUB DATE Feb 80
NOTE 177p.
EDRS PRICE MF01/PC08 Plus Postage.
DESCRIPTORS Data Bases: *Information Dissemination; Information Retrieval: *Information Services; Information Storage: *Information Systems; Program Descriptions: *Vocational Education
IDENTIFIERS *Indiana

ABSTRACT

The project described was designed to develop and disseminate reports on quality Indiana research and development products on vocational education to appropriate state and national target audiences; to implement a system for acquiring, organizing, storing, retrieving and disseminating research and development documents to meet the identified needs of Indiana vocational educators; and to help organize a state information dissemination network. Each of the three components is discussed with regard to its objectives, procedures, and outcomes. The project is evaluated, and conclusions and recommendations are listed. A budget backing sheet is provided, along with proposal writing forms, a manual for document handling, descriptions of dissemination projects and network products, and a report to Vocational Education Information Services. (FM)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

FINAL REPORT

Implementation of the Expanded Indiana
Vocational Education Information Services

by

JoAnn Brooks

Nancy Steenhausen

Project No. 267-78-III-124

Indiana University
Bloomington, Indiana

February, 1980

State Board of
Vocational and Technical Education
401 Illinois Building
17 West Market Street
Indianapolis, Indiana 46204

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Jo Ann Brooks

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

The State Board of Vocational and Technical Education complies with all federal regulations prohibiting discrimination on the basis of race, religion, national origin, sex, age, handicap, or veteran status in matters pertaining to admissions, employment, and access to programs.

ED188631

IR008500

FINAL REPORT ABSTRACT

A. The PRODUCT(S) and SERVICE(S) developed and delivered by this project are:

- A.1. Report numbers 7, 8, 9, and 10 in the *Information Series* and one SBVTE publication.
- A.2. Issues 20, 21, and 22 of *Communique*. Issue 20 was a double issue.
- A.3. Editorial consultation to three SBVTE-recommended projects.
- A.4. Editorial assistance to SBVTE staff on YETP and SSPI proposal forms and one SBVTE publication.
- A.5. and B.6. Coordination and cooperation among the SBVTE-funded dissemination projects.
- B.1. A total of 132 on-line literature searches.
- B.2. Responses to 266 requests for information. Approximately 100 documents loaned to requestors and 60 documents copied and sent to requestors.
- B.3. Acquired 89 documents; subscribed to six journals; and added 550 state documents to VEIS library.
- B.4. Implementation of the procedure for organizing materials received.
- B.5. Responses to 60 requests from state staffs.

B. The specific OBJECTIVES of the project are:

- A.1. Produce six reports of high quality Indiana R&D products and disseminate them to a target audience of state and national educators and administrators.
- A.2. Produce and disseminate four issues of *Communique* for a target audience of state teachers, administrators, and guidance directors at all levels.
- A.3. Provide editorial consultation to SBVTE-recommended project which will have wide dissemination.
- A.4. Provide editorial assistance to SBVTE professional staff.
- A.5. Help organize a comprehensive state system for dissemination.
- B.1. Conduct an estimated 120 on-line literature searches.
- B.2. Supply copies (or loans) of books, articles, reports, and other documents upon request.
- B.3. Acquire selected materials needed by the state.
- B.4. Implement the procedure to organize the materials received.
- B.5. Establish lines of communication with state agency staffs.
- B.6. Help organize a comprehensive state system for information and resource services.

C. The PROCEDURES for achieving these objectives are:

- A.1. Chose and transformed products for the *Information Series* and disseminated them to state and national educators and administrators.
- A.2. Solicited and edited articles about exemplary SBVTE projects for publication in *Communique*, and disseminated the newsletters to state and national educators and administrators.
- A.3. Consulted with three SBVTE-recommended projects slated for wide dissemination.
- A.4. Assisted the SBVTE in preparing proposal forms and one publication.
- A.5. and B.6. Contacted SBVTE-funded dissemination projects, organized meetings, and formed a network of dissemination projects.

- B.1. Accessed the Dialog system 132 times for literature searches.
- B.2. Answered 266 requests for information by loaning and copying documents, books, articles and reports.
- B.3. Read reviews of relevant materials and purchased appropriate documents and journals. Solicited state reports for SBVTE staff.
- B.4. Developed a procedures manual for handling documents received and implemented the procedures.
- B.5. Attended state staff meetings, visited SBVTE on numerous occasions, and attended state conferences to make administrators and educators aware of services.

D. The expected OUTCOMES for a potential IMPACTS on vocational education are:

- A. More widespread and efficient use of R&D information, products, and projects, improved quality of project's products for wide dissemination, improved coordination of state dissemination efforts, and increased visibility and status for research as a means to achieve more effective vocational programs.
- B. Vocational educators and administrators are more aware of the materials available to help them. They have the basis to make more informed decisions to improve educational programs because materials are organized and accessible so information can be used and information resources are available to all Indiana educators.

Project population

Groups	Numbers of persons:	
	Impacted by project	Conducting or giving input
students		
secondary		
postsecondary		
adult		
school personnel		
secondary	5,000	25
postsecondary	1,200	25
adult		
other		
teacher educators	65	10
employers		
employees		
other: state and national administrators	400	50
special needs		
disadvantaged		
handicapped		
migrant		
minority		
limited English proficiency		
other: <u>combination of above</u>	2,000	10

TABLE OF CONTENTS

Chapter I	1
Introduction	1
Statement of Overall Goal	1
Statement of the Problem	1
Project Summary	2
Chapter II	5
Objectives, Procedures, and Outcomes	5
A. Publication and Dissemination Service	5
B. Information Organization and Retrieval Service	8
C. State Dissemination Network	11
Chapter III	13
Evaluation, Conclusions, and Recommendations	13
A. Evaluation	13
B. Conclusions	13
C. Recommendations	14
Budget Backing Sheet	17
Appendices	19
Appendix A: Editorial Advisory Board	21
Appendix B: Availability of Publications	23
Appendix C: Issues 20, 21, and 22 of <i>Communique</i>	25
Appendix D: Proposal Writing Forms	26
Appendix E: VEIS Manual for Document Handling	78
Appendix F: Network Descriptions of SBVTE-funded Dissemination Projects	123
Appendix G: Network Products	160
Appendix H: Report of Observations, Conclusions, and Recommendations to Vocational Education Information Services	166

CHAPTER I

Introduction

Statement of Overall Goal

Vocational Education Information Services (VEIS) is a project which promotes effective communication by increasing the flow of information among vocational educators. Its goal is to support vocational education in Indiana by developing more effective products for dissemination and by facilitating more efficient use of information. There are two components of VEIS: (1) A Publication and Dissemination Service and (2) an Information Organization and Retrieval Service.

Statement of the Problem

A major problem for vocational educators is obtaining reliable, organized, and current information to use in making decisions about problems which face them. In order to coordinate their decisions with state priorities, they must rely on a good network of communication with their colleagues and a reliable state system of reporting and storing information about programs and projects funded by the State Board of Vocational and Technical Education (SBVTE) and supported by the State Plan. Without reliable sources of information, decision makers often fail to make fully knowledgeable decisions or they duplicate the efforts of others.

Therefore, there is a continuing need for the production and dissemination of publications about state-funded projects. The publications, synthesized final reports, abstracts of funded projects, and newsletters, all assist vocational educators in keeping abreast of state projects and priorities. Since all projects cannot be included in these publications, editorial consultation and assistance should be available to projects which the SBVTE recommends for wide dissemination. In addition, there is a continuing need for a system which acquires, organizes, and stores research and development documents produced in Indiana and also retrieves and loans these documents on request. This system assures Indiana vocational educators access to all Indiana projects.

Although local vocational educators can solve many problems when they have access to information produced in Indiana, state agency personnel have broader information needs. A study¹ of the information uses and needs of a

¹Elaine G. Eigeman, and JoAnn Brooks, *The Continuation and Expansion of a Research and Development Information System, Final Report*, (82-77-III-124), 1978.

sample group of Indiana vocational educators conducted in early 1978 indicated that state agency personnel needed information more frequently and used information more often than the other two groups studied. The results also indicated that state agency staffs are often used as a source of information by their colleagues and by educators working in the field. Thus, state agency professional staffs need up-to-date and complete information so they can efficiently carry out their in-house tasks as well as effectively serve as information sources for state educators.

To best serve the information needs of all state vocational educators an information system is needed which can first serve state staffs but which can be expanded to serve state-funded projects and finally to serve all state vocational educators. This system must be able to access national sources of information and to search for and retrieve information from local and national resources and computerized data bases.

This combined information system addressed two needs outlined in the 1979 *Indiana State Plan for Vocational Education*:

III.B.3 Increased communication among vocational educators and between vocational educators and related publics.

III.B.8 Improved coordination, implementation and dissemination system for research and development activities.

In addition, VEIS supported many of the state's priorities by gathering and disseminating information about them. These priorities include disadvantaged, handicapped, performance based vocational education, personnel training, placement and follow-up, and sex equity. Nearly all state research and exemplary priorities emphasize the development or implementation of materials, systems, programs, or plans. All of these efforts have limited impact unless their products are disseminated and incorporated into programs which improve education.

A comprehensive state information system is essential to achieving the most fundamental state objectives because it insures widespread knowledge and use of research and development products. It upgrades the quality as well as the image of vocational education programs in Indiana.

Project Summary

The project continued the Publication and Dissemination Service (hereafter called the Publication Service). Its purpose is to develop and disseminate publications of quality Indiana research and development products to appropriate state and national target audiences. This year's publications included three issues of the newsletter *Communique*, one a double issue, and five special reports, one of the reports contained two separate titles. The project's editors identified topics; consulted with authors; selected, revised, and edited materials; developed publication formats; and oversaw production and dissemination of the publications. An editorial board served as a panel of referees and advisors to the Publication Service.

All components of the Information Organization and Retrieval Service (hereafter called the Information Service) were implemented. It is a comprehensive system for acquiring, organizing, storing, retrieving, and disseminating research and development information and documents to meet the identified needs of Indiana vocational educators. The Information Service responded to 266 requests for information by loaning 67 documents, providing 53 literature searches, answering 41 reference questions, and by providing 4,377 reports or newsletters, 1,311 network brochures, and 12 sets of mailing labels in response to requests. Over 1,000 documents were entered into the in-house data base and the computer software was adapted to produce indexes and provide on-line searching.

CHAPTER II

Objectives, Procedures, and Outcomes

A. Publication and Dissemination Service

Publications: Information Series

Objective A.1. The first objective of the Publication Service was to produce and disseminate six (6) reports in the *Information Series*, including program abstracts, project reports, and position papers for a target audience of state and national administrators.

Procedures. To transform products produced in Indiana, for publication in the *Information Series*, the editors identified topics of interest for wide dissemination in consultation with the State Coordinator of Supportive Services and Program Improvement and members of an Editorial Advisory Board (Appendix A). The primary criteria for all publications were (1) quality and currency of the information or product and (2) potential impact of the information or product on the target audience of state and national vocational educators.

Once a product was chosen, the editors asked the author to revise it to address the appropriate audience in its organization and approach. The primary criteria were that it be: (1) brief and analytic, (2) well written in simple, direct prose, and (3) well organized and sharply focused.

The editorial board reviewed the revised manuscripts, rated them, and made recommendations for further improvements on the basis of their: (1) clarity and organization, (2) consistency and accuracy in method and content, (3) appropriateness to the needs of the target audience, (4) reflection on Indiana's priorities and quality standards, and (5) potential significance for national circulation.

The authors responded to these criticisms and recommendations and returned the manuscripts to the editors for final editing, publication, and dissemination.

To publish abstracts of SBVTE-funded projects, the editors verified all projects funded during the given time period with the monies specified. They obtained abstracts or proposals for each of the projects and edited the abstracts. The editors wrote abstracts when they were not required by the state which was the case for all disadvantaged and handicapped projects.

At the request of the SBVTE the editors also edited, produced, and

disseminated a special report. This report did not go through editorial review process and was not included in the *Information Series*.

Outcomes. The following reports were produced and disseminated by the project (see Appendix B for copies of the reports):

<u>Title</u>	<u>Type of publication</u>	<u>Number bulk mailed</u>	<u>Number requested</u>
Vocational Programs in Indiana for Special Needs Students, 1978-1979.	Information Series No. 7, program abstracts	1,411	531
Students' Views on Occupational Sex Stereotyping.	Information Series No. 8, project report	1,727	378
Sex Equity Resources for Vocational Educators and Counselors.	Information Series No. 8, bibliography	1,727	378
Vocational Education Research and Exemplary Projects in Indiana, 1977	Information Series No. 9, program abstracts	1,305	0
Vocational Education Personnel Training Projects in Indiana	Information Series No. 10, program abstracts	~ 1,500	0
Rules, Guidelines, and Application Procedures for Secondary Vocational Education Programs in Indiana	SBVTE-publication	886	115

Newsletter: *Communique*

Objective A.2. The second objective of the Publication Service was to produce and disseminate four (4) issues of *Communique* for a target audience of state teachers, administrators, and guidance directors at all levels.

Procedures. The editors gathered ideas and information suitable for publication in the newsletter. They sought ideas from the state staff members who monitor or administer projects and from other interested persons.

Persons involved with selected projects wrote stories or gave an editor information to do so. The editors then wrote copy, edited submitted copy, developed the format, and prepared the copy for publication. Project staff prepared camera-ready copy for the printer.

In addition, the editors experimented with new formats for *Communique*. A reduced camera-ready format was determined to be the most efficient way to include more information without adding to the size and production cost of the newsletter.

Outcomes. The following issues of *Communique* were published and disseminated (see Appendix C for copies of the newsletters):

<u>Number</u>	<u>Issue</u>	<u>Number bulk mailed</u>	<u>Number requested</u>
No. 20	Spring 1979 (double issue)	5,798	31
No. 21	Summer 1979	5,641	266
No. 22	Fall 1979	5,849	0

Editorial Consultation: State Projects

Objective A.3. The third objective of the Publication Service was to provide editorial consultation and/or assistance to SBVTE-recommended projects which will have wide dissemination in the state and/or nation.

Procedures. The editors responded to requests for editorial consultation from three groups after the requests had been approved by the project monitor.

Outcomes. There were three outcomes of this editorial consultation:

1. Site Report 3: Collaboration in Jefferson County. *Voc Ed.*, 54 (4):51-52, April 1979. A VEIS editor synthesized and edited this article on a model Indiana YETP project for Charles E. Fields, New Albany-Floyd County Community School Corporation.
2. A proposal for a capacity building grant for Indiana's dissemination activities was written by personnel at the Department of Public Instruction and submitted to the National Institute of Education. Patrick Gavigan of the Division of Innovative Education, D.P.I. asked and received help in developing and editing the proposal.
3. A series of short, informative booklets about performance based vocational education were planned by Jerry Keiser, IUPUI, with the help of the editors.

Editorial Consultation: SBVTE

Objective A.4. The fourth objective of the Publication Service was to provide editorial assistance to the SBVTE professional staff as needed, developing forms, writing guidelines for reports from projects, and developing forms to meet communication needs.

Procedures. The editors responded to requests for editorial consultation from the SBVTE staff. They organized a group of advisors to discuss and revise supportive services and program improvement proposal guidelines.

Outcomes. The following publications and forms were produced in

response to requests for assistance from the SBVTE (see Appendix D for copies of the forms):

- | | |
|------------|--|
| Booklet | Rules, Guidelines, and Applications Procedures for Secondary Vocational Education Programs in Indiana (Appendix B). |
| Forms-YETP | Proposal and abstract forms for use in gathering information on projects, designed to meet the needs of the SBVTE and to work efficiently into a book of abstracts in the <i>Information Series</i> . |
| Forms-SSPI | Four sets of proposal guidelines and abstract forms for four kinds of funded projects; research, development, implementation, and service. The guidelines were designed to improve the content and arrangement of proposals and ultimately, final reports so as to facilitate dissemination. |

B. Information Organization and Retrieval Service

Literature Searches

Objective B.1. The first objective of the Information Service was to conduct an estimated 120 on-line literature searches.

Procedures. When literature searches were requested or deemed necessary by the Information Specialist, they were planned and carried out using a rented portable terminal. Data bases were accessed through Dialog, a subsidiary of Lockheed Missiles and Space Co., Inc.

Outcomes. The Dialog system was accessed a total of 132 times. The monthly totals follow:

<u>Month</u>	<u>Number of Searches</u>	<u>Month</u>	<u>Number of Searches</u>
October 1978	5	April 1979	3
November 1978	4	May 1979	20
December 1978	7	June 1979	17
January 1979	12	July 1979	22
February 1979	11	August 1979	10
March 1979	10	September 1979	11

Some of these searches were brief attempts to answer reference questions while others were complete literature searches on a specific topic. The latter resulted in bibliographies which were copied and filed in the vertical file as well as being sent to the requestor. As can be seen by the number of searches produced in different months, the need for searches appears to be cyclical.

Document Loans

Objective B.2. The second objective of the Information Service was to supply copies (or loans) of books, articles, reports, and other documents upon request.

Procedures. When specific documents were requested the VEIS collection was checked to locate the document. If the requested item was available, it was loaned for a period of one month or longer if the requestor required a longer period.

When the requested item was not owned by the project, a search of the I.U. Libraries' catalogs and collections was made. Items available for loan from I.U. were loaned to requestors. Those materials not available for loan, e.g. journals, were photocopied and sent to the requestor.

Outcomes. Exact circulation statistics were not kept for the fiscal year. Using the monthly transaction report, we estimate that approximately 80 documents from the VEIS collection and 20 documents from the I.U. Library were loaned. In addition, copies were made from approximately 60 documents and sent to requestors.

Document Acquisition

Objective B.3. The third objective of the Information Service was to acquire selected materials needed by the state.

Procedures. Documents were purchased when requested by the SBVTE staff or when the Information Specialist saw a review of an item that seemed particularly relevant. State of the art reviews, reference materials, and sex equity materials (to make materials cited in *Information Series No. 8* available) were the major subjects of purchased materials. Several relevant journals were identified and subscriptions were entered for those journals.

Indiana project reports were actively solicited from the staff of the SBVTE. In many cases, it was necessary to photocopy reports at the SBVTE office, so that they would be available to requestors.

Outcomes. Eighty nine documents were purchased for the VEIS collection and subscriptions were entered for six journals. In addition, approximately 250 general reports and 300 Indiana project proposals, products, and final reports were added to the collection.

Document Organization

Objective B.4. The fourth objective of the Information Service was to implement the procedure to organize the materials received.

Procedures. Each document received requires a considerable amount of processing. They are first separated into three distinct categories: (1) document collection, (2) journals, and (3) vertical file material.

(1) Document Collection

Each item identified as a document is checked in *Resources in Education (RIE)* and in the microfiche index of ERIC titles to see if it has been indexed by ERIC. If it has, a worksheet is copied from the RIE which includes the ED number, author, title, and major descriptors. The ED number is put on the book before it is shelved.

Those items not identified in ERIC are indexed and cataloged by the Information Service following the *VEIS Manual for Document Handling* (Appendix E) which was developed by the Information Specialist. Worksheets are prepared for each document and unique numbers are assigned to each. Each document is shelved according to its number.

Worksheets are gathered together and each citation is entered into the computer from the portable terminal. The citations are edited and the new entries are merged with the master file. New indexes are produced via computer following each merge.

(2) Journals

Each journal is checked in as it is received. It is routed to appropriate staff members and then shelved.

(3) Vertical File

Materials for the vertical file are categorized by subject. The subject is then written on the document, and the document is filed in the appropriate subject folder.

Outcomes. Approximately 800 documents were indexed and entered into the data base. Capabilities for retrieving these documents through on-line searches were developed. Approximately 40 journals and newsletters were checked in and approximately 200 items were categorized and added to the vertical file.

Communication lines

Objective B.5. The fifth objective of the Information Service was to establish lines of communication with state agency staffs.

Procedures. The Information Specialist attended a staff meeting of the Division of Vocational Education, Department of Public Instruction to explain services available and offer assistance. The Information Specialist also attended the fall administrators' conference to become acquainted with state administrators and offer information services. Numerous trips were made to the SBVTE office to talk to the staff, collect materials, and generally make the staff aware of the existence and function of the service.

In addition, to promote the Information Service, there were several articles in *Communique* about VEIS. The Information Specialist wrote an article for both the spring and fall issues to inform readers of the

services available to them.

Outcomes. Because of increased communication efforts the individual requests rose from 45 the first year to 266 in the second year of the Information Service. The responses to state staffs number over 60 as compared to 17 in the previous year and the responses to state-funded projects rose from 20 the first year to 50 the second.

C. State Dissemination Network

Both the Publication Service and the Information Service wrote an objective which addressed the necessity of coordinating dissemination activities in the state.

Objective A.5. To help organize a comprehensive state system for dissemination, and to develop and publish a position paper on that system, in conjunction with state agency staffs and other state dissemination projects.

Objective B.6. To help organize a comprehensive state system for information and resource services in conjunction with state agency staffs and other information/resource centers in Indiana.

Procedures. The VEIS staff contacted the staffs at the Indiana Curriculum Materials Center (ICMC) and the Indiana Career Resource Center (ICRC) and planned a joint meeting in South Bend on September 28 and 29, 1978. In addition to the dissemination projects' staffs, the Indiana Coordinator for Supportive Services and Program Improvement and a consultant with the Midwest Regional Exchange (located at CEMREL, St. Louis, Missouri) attended the meeting.

The meeting offered a chance for staffs of the three SBVTE-funded projects to meet and to explain their projects and their roles in the projects. The participants also explored possibilities of what they could do as a network, discussed in-house newsletters, and decided that several more meetings would be necessary to learn more about one another and to set goals for the group.

On November 8-9, 1978 a second group meeting was held in Bloomington. At that meeting, the Human Resources Development Project was added to the group and the Deputy State Director for Vocational Education sat in as an observer. The group agreed to a mission statement: "to improve the network of resources for Indiana educators" and began setting goals by exploring the question, "What are the things we can do better together than we can do alone?" Some preliminary answers to this question were: raise our awareness of each others activities to become more conscious of the total group's activities, tell the whole story of Indiana's dissemination effort, effect political clout, and broaden our general knowledge and awareness of issues and resources in our field. The group agreed to provide a explanation from each center which would be used for group awareness, in a brochure for our publics, and to chart our coordinated efforts in graphic form.

A third network meeting was held on December 14-15, 1978 in Terre Haute.

The Careers Resource Project (CRP) joined the group at this meeting and a spokesperson from the Division of Innovative Education, Department of Public Instruction attended to discuss the state's capacity building activities. The group wrote goals and agreed that meetings in the future need not be so frequent and could be attended by one or two representatives from each center. Representatives from ICMC, ICRC, and VEIS were appointed as a subcommittee to prepare a chart of each group's activities and services.

The subcommittee met on February 20, 1979 in Indianapolis. They came with ideas for a chart and final form was accepted at the meeting. Each center responded with their activities on the grid. The final form was printed by the ICMC.

On June 6, 1979, another meeting was held in Indianapolis for the sole purpose of designing a brochure describing the network for distribution at the annual Indiana Vocational Association (IVA) summer conference. The brochure was designed by the group. The VEIS staff was given the responsibility of doing the layup and having it printed.

Outcomes. The network provided each member of the group an opportunity to meet the other members and thereby become familiar with the personnel and activities of the dissemination actors in vocational education in Indiana. This increased communication between the projects and increased referrals to sources of information. It also was the means to develop uniform project descriptions for each center (Appendix E).

The group also produced a network graph and joint brochure (Appendix G). These were distributed by the group at a jointly rented and manned exhibit booth at the IVA conference in August 1979. This gave vocational educators in Indiana an opportunity to become familiar with the wide variety of resources and services available to them.

CHAPTER III

Evaluation, Conclusions, and Recommendations

A. Evaluation

Vocational Education Information Services was evaluated by Dr. Joel H. Magisos of the National Center for Research in Vocational Education on May 26, 1979. Dr. Magisos reviewed the proposals for the 1977-78 and 1978-79 funding years and met with the project staff to discuss (1) the progress made toward completing objectives, (2) the plans developed as the project progressed, (3) the current status of the project, and (4) recommendations for the future.

Dr. Magisos' evaluation reports his observations, conclusions, and recommendations. It supports the decisions made in managing the project and identifies the project's potential to help the SBVTE meet its needs and the needs of vocational educators in Indiana. Dr. Magisos' written evaluation is presented in Appendix H.

B. Conclusions

Both components of Vocational Education Information Services met their objectives.

Objective A.1. Six titles were published by the Publications Service although only four numbers were added to the *Information Series*. One title was a special report for the SBVTE, and *Information Series* No. 8 contained two separate titles.

Objective A.2. Although only three separate issues of *Communique* were published and disseminated, issues 20, 21, 22, one was a double issue which necessitated as much editorial preparation as two regular issues. The double issue did save printing and mailing costs however.

Objective A.3. The editors consulted with several outside projects and groups at the suggestion of the SBVTE. This resulted in increased national visibility for an Indiana YETP program and the inclusion of vocational education concerns in the Indiana capacity building grant proposal.

Objective A.4. The editors provided editorial consultation to the SBVTE when it was requested.

Objective A.5. The VEIS staff was instrumental in organizing a network

of vocational education dissemination activities in Indiana. Although the proposed position paper was not an outcome of this objective, a network brochure was produced and has been widely disseminated.

Objective B.1. The Information Specialist conducted 132 on-line literature searches on approximately 60 topics.

Objective B.2. The Information Specialist supplied both books and photocopies of requested materials.

Objective B.3. The library collection was enlarged with the acquisition of approximately 600 items.

Objective B.4. The cataloging/indexing system was fully implemented during the funding year.

Objective B.5. The Information Specialist expanded contacts at the SBVTE by making regular trips to the office and attending state meetings, but everyone has not yet been reached and more communication is needed.

Objective B.6. See Objective A.5.

C. Recommendations

The Publication Service should continue to produce quality publications for state and national dissemination. The *Information Series* and *Communique* should be continued, but the service should also begin product differentiation, producing different products which reach different audiences and fill different audience-specific needs. The service should also continue to offer editorial consultation at the request of the SBVTE.

The Information Service should continue to respond to requests for information by supplying literature searches, documents, and answers to questions. It should also continue to acquire, catalog, and index materials so that Indiana vocational educators have access to materials that can help them.

Vocational Education Information Services must continue to maintain and update the two computerized data bases which support the Publication and Information Services. The mailing list of over 6,000 entries must be continually and systematically kept current. This requires good lines of communication with the SBVTE and others who have an interest in keeping the list current. The document data base must be added to as each new proposal, final report, or other document is acquired, cataloged, and indexed. Both procedures require a substantial commitment of staff time which must not be over-looked in future planning.

The staff of Vocational Education Information Services must continue to work together to publicize their efforts and to improve dissemination efforts in Indiana. They must continue to be actively involved in the state network of vocational education dissemination centers. They must continue to attend state meetings to gather material for their publications and publicize their activities.

They must also begin experimenting with new ways to provide outreach services to their publics. They might systematically contact project personnel on all state-funded projects. They might try to get on the program at state meetings or they might offer workshops on information gathering or report writing. These strategies and others should be explored so that Indiana vocational educators have access to and use information available to them which will help them to do their jobs better.

The staff should also continue to keep current with research and development in the field of educational dissemination. They must continue to join national organizations, attend national meetings, and subscribe to national education serials. This will assure the continued review and updating of their own efforts and give them insight into future directions for the project.

BUDGET BACKING SHEET

FINANCIAL STATEMENT FOR FINAL REPORT ENDING December 31, 1979

(Date)

Project No. 267-78-III-124

ITEMS	Project Budget FY 1979		Total Expenditures on Project		End of Project Balance	
	Agency	Federal	Agency	State/ Federal	Agency	State/ Federal
A. DIRECT EXPENDITURES						
1. Personnel		\$ 31,200		\$ 31,199.98		\$.02
2. Contractual services		18,000		19,312.85		-1,312.85
3. Employee benefits		8,225		8,388.18		-163.18
4. Travel		3,950		3,927.55		22.45
5. Supplies and materials		2,000		3,466.53		-1,466.53
6. Communications (include phone call, printing)		4,500		4,253.26		246.74
7. Properties (rentals or purchase of equipment)		2,125		1,332.95		792.05
8. Facilities		-0-		-0-		-0-
9. Product production and dissemination		13,200		11,318.70		1,881.30
10. Project Evaluation		-0-		-0-		-0-
B. INDIRECT EXPENDITURES 42.2%	\$ 35,110		\$ 35,110		-0-	
C. TOTAL EXPENDITURES	\$ 35,110	\$ 83,200	\$ 35,110	83,200.00	-0-	-0- *

Fiscal Agent/Director: _____

Institution/Agency Name: _____

*Refund this amount to the State Board of Vocational and Technical Education

APPENDICES

APPENDIX A

EDITORIAL ADVISORY BOARD



vocational | education | information | services

to promote effective communication by meeting information needs

Indiana University | Library, W501 | Bloomington, Indiana 47401 | (812) 337-7751

EDITORIAL BOARD

Dr. Jack Bainter (317) 289-2461
Director of Instruction
Indiana Vocational Technical College
4100 Cowan Road
Muncie, IN 47302

Mr. James W. Biddle (317) 927-0257
Assistant Director
Division of Vocational Education
Room 229, State House
Indianapolis, IN 46204

Mr. Charles Farnsworth (219) 357-3122
Vocational Director
Four County Area Vocational Cooperative
Garrett High School
701 Houston Street
Garrett, IN 46738

Dr. Richard L. Kelly (317) 285-8123
Professor and Head of the Business
Education and Office Administration Dept.
College of Business
Practical Arts Building 223
Ball State University
Muncie, IN 47306

Dr. James A. Pershing (812) 337-8104
Assistant Professor
Dept. of Vocational Education
Education 216
Bloomington, IN 47405

Mr. Ed Hornback (317) 633-7673
State Coordinator for Supportive Services
and Program Improvement
State Board of Vocational
and Technical Education
401 Illinois Building, 17 W. Market St.
Indianapolis, IN 46204

ADVISORY COMMITTEE

Mr. Roderick A. McKinney (317) 884-0850
Vocational Director
Benton Community Schools
P.O. Box 512
Fowler, IN 47974

Dr. B. Jeanette Miller (317) 285-5931
Assistant Professor
Dept. of Home Economics
Ball State University
Muncie, IN 47306

Mr. Walter Penrod (317) 633-5459
Executive Officer
Indiana State Advisory Council on
Vocational and Technical Education
524 Illinois Building, 17 W. Market St.
Indianapolis, IN 46204

Ms. Elaine G. Eigeman (812) 337-7751
Editor
Vocational Education Information Services
Indiana University Library, W501
Bloomington, IN 47405

Ms. Nancy Steenhausen
Assistant Editor

APPENDIX B

AVAILABILITY OF PUBLICATIONS

AVAILABILITY OF PUBLICATIONS

Copies of the reports published by Vocational Education Information Services are available from:

Vocational Education Information Services
Indiana University Library, W501
Bloomington, Indiana 47405

Phone: (812) 337-6711/7751

APPENDIX C

ISSUES 20, 21, AND 22 OF *Communique*

APPENDIX D

PROPOSAL WRITING FORMS

27.

State Board of Vocational &
Technical Education
401 Illinois Building
17 West Market Street
Indianapolis, IN 46204

Request for YETP
In-School Funds

For SBVTE use only:

Agency submitting proposal: _____

Address: _____

Contact person: _____

Phone: _____

ODC Director: _____

Phone: _____

YETP Coordinator: _____

Phone: _____

County(ies): _____

Proposed number of clients: _____ 15 year olds _____ 16-17 year olds _____

18 years or over _____ Proposed number of: Drop-outs to be served _____

Non-reimbursed Private Sector jobs _____ Reimbursed Private Sector jobs _____

Public Sector jobs _____ Cost per client \$ _____ Cost for administration \$ _____

Funds requested \$ _____ Program Beginning Date _____ Program Ending Date _____

PROPOSAL FORMAT

(YETP)

Follow this outline when developing proposal.
Use all major outline topics as subheadings in your proposal.

(Return five copies)

I. BACKGROUND INFORMATION

- A. Outline the need for the proposed program..
- B. Explain how you determined this need.
- C. Describe resources used to determine the need.
(For example: Local advisory committees, Employment Security,
Youth Agencies, etc.)

II. INSTRUCTIONAL FORMAT

- A. Outline proposed procedures or activities; describe the design of the training program.
 1. In-school curriculum
 2. Student employer training contracts
 3. Academic credit
 4. Work sheets
 5. Schedules
 6. Other

B. Describe supportive services that will be used; explain why they are needed.

1. Child care
2. Transportation
3. Medical
4. Other

C. Describe the expected outcomes.

1. What changes will take place as a result of this instructional format?
2. How will this program supplement the existing vocational program?

III. YETP STUDENTS

A. Describe your student selection criteria (60% of students must be 16-17-year-old in-school youth; this does not exclude some 18-19-year-old in-school youth).

B. Show how many students you plan on placing in training.

1. Public sector _____
2. Private sector non-reimbursed _____
3. Private sector reimbursed _____

C. Describe your expected results in terms of:

1. The number of participants you expect to return to school as a result of this program (state goal 5%).
2. How this program will affect your in-school student retention rate.

D. Describe the transitional services that will be offered.

1. Career information
2. Job-seeking skills
3. Counseling
4. Guidance

E. Describe the placement and follow-up plan.

1. Occupational summary form
 - a. Job classifications
 - b. Wage rates
 - c. Expected duration
2. On-the-job training
 - a. Employer selection process
 - b. Reimbursement procedures
 - c. Method of determining duration of training
3. Placement efforts (minimum placement rate is 20%)
 - a. Use of Employment Security agency
 - b. Other
4. Follow-up
 - a. Procedures
 - b. Frequency (CETA regulations require 30, 60, 90 and 150 day follow-ups)

5. Other services to participants (optional but encouraged)
 - a. Development of information on the labor market and occupations that give an employment outlook for your area.
 - b. Job restructuring, including assistance to employers in developing job ladders or new job opportunities for youth.

F. Describe the expected outcomes.

1. What benefits will result for participating YETP students?
2. What benefits will result for non-YETP students and school personnel and programs.

IV. APPROACHES AND LINKAGES

A. Describe linkages between the program and

1. Local CETA agencies
2. Local schools
3. Community based organizations
4. Employment Security Division
5. Youth organizations
6. Business and industry
7. Referrals to other employment and training programs
8. Others

B. Describe any innovative approaches in the proposed program (optional but recommended).

C. Describe what you think is most unique or important about this program's approach to youth employment and training.

V. PROGRAM MANAGEMENT

A. Personnel

1. Responsibilities
2. Time commitment

B. Supervision

1. Who?
2. How?

C. Equipment, supplies, etc.

D. Contractual arrangements

1. Who will certify participants as in-school (school counselors or etc.)?
2. Who will certify participants CETA eligible (CETA personnel or etc.)?

E. Budget. Use the enclosed budget sheet to itemize the categories of requested funding (i.e. all counseling goes into services). Personnel must be listed also by functions. Administration cost is to be no more than 15%.

OTHER INFORMATION

Cooperation between the ODC, AVS, and LEA's is essential for the administrative procedures of the Youth Program. An agreement must be mutual and desirable for all parties to service the intention of the YETP.

Youth Programs are to supplement rather than supplant already existing programs.

If your program is funded, it will be included in a book of abstracts of all YETP programs in Indiana. The information you give on these next two pages must be an ACCURATE SUMMARY of your proposed program. This abstract must be completed by each LEA involved in the contract. (Make additional copies of this form as needed.)

LEA: _____

Address: _____

County _____ Proposed funds set aside for this LEA \$ _____

Superintendent/or Vocational Director _____ Phone _____

Local YETP Coordinator/or teacher _____ Phone _____

Proposed number of clients: _____ 15 year olds _____ 16-17 year olds _____

18 years or over _____ Proposed number of: Drop-outs to be served _____

Non-reimbursed Private Sector jobs _____ Reimbursed Private Sector jobs _____

Public sector jobs _____ Cost per client \$ _____ Cost for administration \$ _____

ABSTRACT (YETP)

A. Briefly explain how your program addresses the following.

1. Career information, guidance, and job-seeking skills training: _____

2. Academic credit for work experience: _____

3. Expanded private sector employment: _____

4. Development of meaningful work stations in the public sector: _____

B. Briefly summarize the employment and training opportunities and the supportive services your program offers.

1. Employment opportunities: _____

2. Training opportunities: _____

3. Supportive Services: _____

C. Describe the program's coordination with existing services. Mention the agencies and types of cooperative services they provide.

- D. Describe how this program will supplement the existing vocational program. Mention the vocational area(s) involved, any non-financial benefits this program offers to non-YETP students, and other benefits to the school personnel and programs.

- E. Describe what you think is most unique or important about this program's approach to youth employment training.

THE PLAN NARRATIVE FOR THE YOUTH EMPLOYMENT AND TRAINING
PROGRAMS (YETP): Title IV

An Overview and General Instructions

The Youth Employment and Training Programs (YETP) plan narrative is an extremely important element of the Prime Sponsor's overall planning for its Comprehensive Employment and Training Act (CETA) programs. The purpose of the YETP activities are not only to integrate the program into your existing system, it is to make improvements where necessary to help develop understanding of the local employment needs of youth and the ways they can best be served. Because an important element of the YEDPA is to develop an increased information base for Congress on approaches to youth unemployment, the youth plan also contains information which will be analyzed at the national level to better understand the problems of youth and the scope of career development, employment, and training activities across the nation.

OVERVIEW

The Department of Labor (DOL) is the federal agency through which all CETA programs are administered. In DOL's attempt to manage these programs and insure that they are responsive to the intent of the legislation which created CETA, certain documentation is required. This documentation can be broken down into two general categories: Source documents and status reports.

The first category, source documents, is made up of all materials which certify the applicant's eligibility for a program, identify the eligible applicant's needs and program goals, and record the participant's progress through the program.

The second general category, status reports, can be further subdivided into two subclassifications: financial reports and participant reports.

The plan for YETP is designed to provide a framework for local analysis and decisionmaking. First, it seeks to elicit available information concerning the needs of youth, labor market conditions which particularly affect the employment of youth, and the extent of local career development, employment and services for youth. Second, the narrative requires an articulation of local priorities. Third, the narrative provides a strategy for improving and supplementing local youth activities. Fourth, the narrative requires planning for new and critical dimensions of youth programming, such as agreements between ODC's and local educational agencies, clearances with appropriate local labor organizations, and special consideration of community based organizations.

DEFINITIONS

AVS - Area Vocational School, as defined in LEA but can also be a combination of school districts.

ALLOWABLE COSTS - Salaries, wages and fringe benefits for administrative and instructional staff, facility rental including heat and lights, consumable supplies (those with life expectancy of one year or less), instructional materials, and instructional equipment rental. No more than 15% of total project can be budgeted for administration.

BALANCE-OF-STATE - The sixty-eight county area which is the Governor's responsibility for providing CETA funded employment and training programs.

CBO - Community Based Organizations, such as Youth Service Bureau or YMCA.

ELIGIBLE PROJECT APPLICANT - Any educational institution, Occupational Development Center, or community based organization.

ELIGIBLE TRAINING PROGRAM - Any program which trains for occupations for which there are demonstrated employer needs and which can be completed within one year.

IOMD - Indiana Office of Manpower Development, the Governor's agency established for the administration of CETA programs in the balance-of-state area.

LEA - Local Educational Agency, a public board of education or other public authority legally constituted in the state to control or direct service to public elementary or secondary schools in a political subdivision of the state.

MATCHING REQUIREMENT - None.

OCCUPATIONAL DEVELOPMENT CENTER - Sixty-eight counties are divided into 13 multi-county service delivery area. ODCs provide outreach, recruitment, intake, eligibility determination, assessment, referral, supportive services, counseling and job placement services to CETA eligible clients.

PRIME SPONSOR - A unit of government or combinations of units of government which has entered into a grant with the Department of Labor to provide comprehensive manpower services under the Act.

SBVTE - State Board of Vocational and Technical Education, a sub-contractor of IOMD charged with development and assistance of CETA vocational programs in the Balance of State.

YEDPA - Youth Employment Demonstration Project Act.

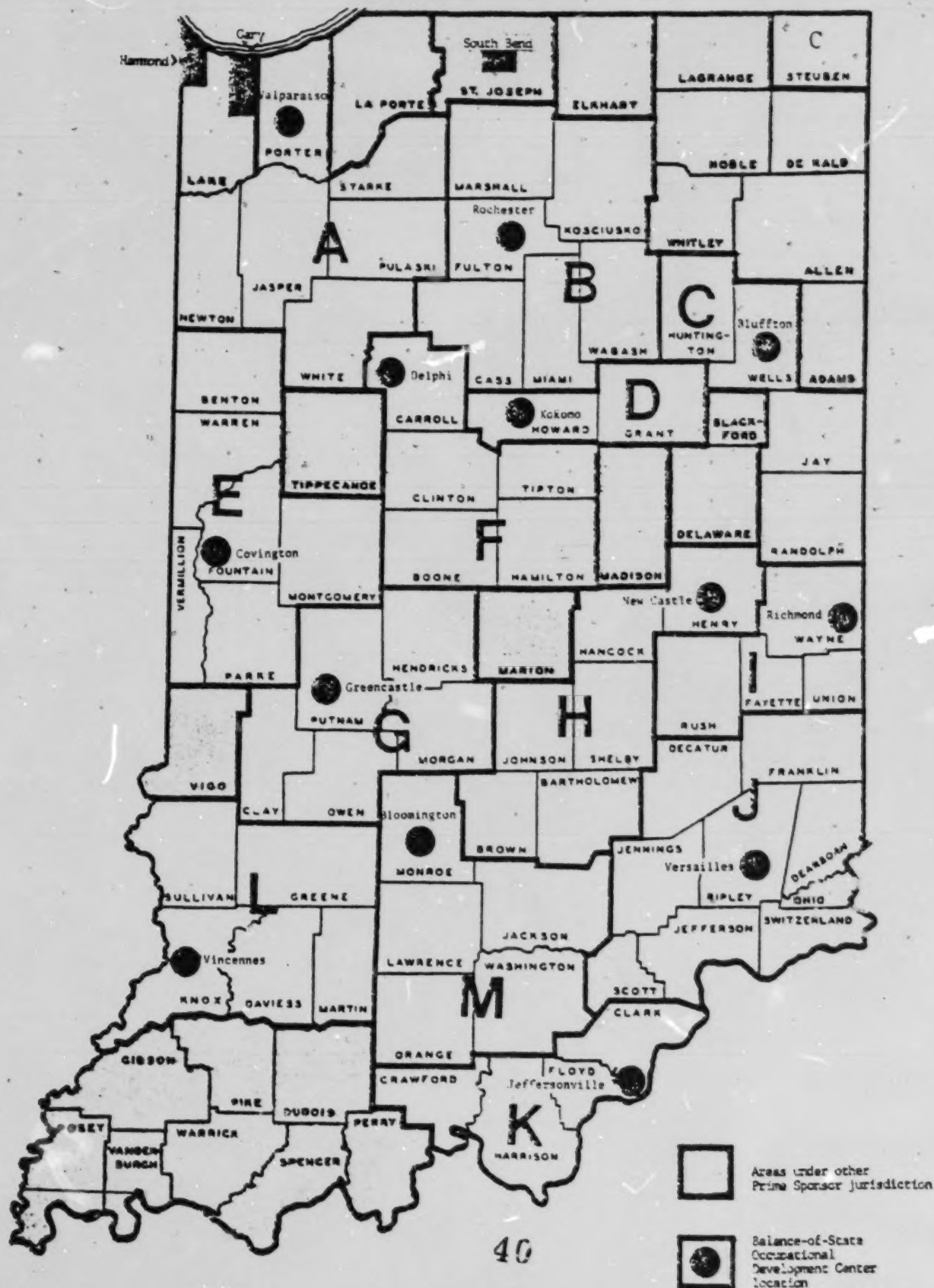
YETP - Youth Employment and Training Program.

PLANNING SLOT ALLOCATION
by County for YETP Funding

"A"		"H"	
Porter	36	Henry	52
Newton	24	Hancock	46
Jasper	24	Shelby	42
Starke	36	Johnson	64
Pulaski	24	Bartholomew	24
White	34	Brown	20
"B"		"I"	
Marshall	38	Wayne	68
Fulton	18	Fayette	14
Kosciusko	34	Rush	14
Wabash	26	Union	14
Cass	26		
Miami	36		
"C"		"J"	
Huntington	14	Franklin	10
Wells	24	Decatur	20
Stueben	18	Jennings	10
Jay	14	Ripley	36
Randolph	44	Dearborn	28
		Ohio	10
		Switzerland	10
		Jefferson	10
		Scott	20
"D"		"K"	
Howard	76	Clark	68
Grant	68	Floyd	30
		Harrison	46
		Crawford	28
"E"		"L"	
Benton	10	Sullivan	24
Warren	10	Greene	26
Vermillion	14	Knox	36
Fountain	20	Daviess	36
Montgomery	20	Martin	24
Parke	20		
"F"		"M"	
Carroll	24	Monroe	28
Clinton	34	Jackson	14
Tipton	22	Lawrence	28
Boone	28	Washington	40
Hamilton	48	Orange	38
"G"			
Hendricks	58		
Putnam	38		
Morgan	30		
Clay	16		
Owen	16		

INDIANA MANPOWER SERVICE SYSTEM

36.



OCCUPATIONAL SUMMARY FORMINSTRUCTIONS

Column 1. Grant Number - Leave Blank.

Column 2. Prime Sponsor - Enter the name of the Bidder's organization.

Column 3.A. Occupational Title - List the job classifications to be created under this program. Job classifications should be generally listed by generic title and should be generally descriptive of the type of work to be done.

Column 3.B. Number of Jobs - Enter the approximate number of jobs in each occupation to be created under the funding requested.

Column 3.C. CETA Wage Rate - Enter the approximate monthly wage rate for each job classification being sponsored by YEDPA funds. This rate should reflect the average monthly wage for the time period of this annual plan. It should also include any anticipated incremental increases as dictated by employer policy and/or agreements. Fringe benefits should not be included in this figure.

Note: If there are similar principal job titles that pay different wage rates within the same project, both job titles should be listed in column A and the corresponding actual wage rates should be listed in column C.

Column 3.D. Comparable Wage Rate - Enter the public/private comparable wage rate for each job classification and occupation. If this rate is higher or lower than the CETA wage rate, an explanation of the difference should be contained in the program narrative.

Column 3.E. Duration of Employment - Enter the approximate number of person-months of employment to be provided by the number of jobs established for each occupation. This is determined by totaling the number of months each job will be filled.

Column 3.F. Total Wages - For each occupation, enter the result of multiplying the entry in column 3.C., CETA Wage Rate, by the entry in column 3.E., Duration of Employment.

Column 4. Total - Enter the totals in columns B, E, and F.

U.S. DEPARTMENT OF LABOR
Employment and Training Administration

OMB Approval No. 44-R1975
Expiration Date 9/30/77

OCCUPATIONAL SUMMARY

1. GRANT NUMBER		2. PRIME SPONSOR				
3. OCCUPATIONAL TITLE		NUMBER OF JOBS	CETA WAGE RATE	COMPARABLE WAGE RATE	DURATION OF EMPLOYMENT	TOTAL WAGES
(A)	(B)	(C)	(D)	(E)	(F)	
4. TOTAL						

ETA 2-200
June 1976

INSTRUCTIONS FOR BUDGET PAGE
SBVTE Form 4
YETP

This form will serve both as your contract budget and as your monthly financial report form. The left hand column will remain constant after budget contract signing for all monthly reports.

Your operating budget may have three cost categories with series numbers, e.g. Administration-100, Training-400, Services-200, and a fourth category Participant Wages-300, for those stipends paid to students while working, which will be written in under the training section.

Each assessed cost needs to fall within one of the categories and must show in those categories when reporting. It is not necessary, however, to break each category down by individual expenditure item. This will be defined in your initial budget narrative. That is to say that a specific teacher's name and pay period salary need not be displayed on the Form 4 as long as that teacher's name and project salary are in the budget narrative.

When reporting on a monthly basis the report needs to be submitted by the tenth working day after the end of the report month to ensure a smooth cash flow and to keep records current.

Administrative Costs - Series 100

These are costs associated with the operation of the program and are non-student related. They represent management and program function at the administration level.

101 - Salaries and Wages - Project Director, office secretary, bookkeeper, MIS clerk, etc.

102 - Fringe Benefits - those fringes applicable to the employees under 101.

103 - Consumable Supplies - any item with a life expectancy of less than one year or costing less than \$50.00 per unit for administrative purposes. Paper, pens, typewriter ribbons, etc.

104 - Staff Travel - Travel for administrative staff. Budget narrative should define mileage rate and per diem.

105 - Equipment Purchase - Equipment is not to be purchased for this project in excess of \$300 per unit. All equipment over \$100 needs approval from SBVTE prior to purchase.

106 - Office Rental - This is the cost of space specifically designated for administrative functions.

107 - other Costs - This category includes such costs as printing, postage, utilities (if not included in rent), telephone, and maintenance. These objects, too, should be displayed in the budget narrative.

Services Costs - Series 200

These are costs for services to clients, such as counseling and job placement. The activity assignment is based upon those personnel, material, space, and other costs which directly provide a support service to the students.

201 - Salaries and Wages - Counselor, job developer, psychometrist.

202 - Fringe Benefits - those fringes applicable to the employees under 201.

203 - Consumable Supplies - any item with a life expectancy of less than one year or costing less than \$50.00 per unit for support service purposes. Paper, pens, typewriter ribbons, etc.

204 - Staff Travel - Travel for support staff. Budget narrative should define mileage rate and per diem.

205 - Equipment Purchase - Equipment is not to be purchased for this project in excess of \$300 per unit. All equipment over \$100 needs approval from SBVTE prior to purchase.

206 - Office Rental - This is the cost of space specifically designated for support functions.

207 - Support Services - Child care, transportation, medical assistance.

208 - Other Costs - This category includes such costs as printing, postage, utilities (if not included in rent), telephone, and maintenance. These objects, too, should be displayed in the budget narrative.

Training Costs - Series 400

These are costs which directly relate to the training of the clients either through in-school lab experiences or through work-study experiences. These may be costs associated with Teacher-Coordinators or on-site supervisors.

401 - Salaries and Wages - Teacher trainers, work-site supervisors.

402 - Fringe Benefits - those fringes applicable to the employees under 101.

403 - Consumable Supplies - any item with a life expectancy of less than one year or costing less than \$50.00 per unit for training purposes. Paper, pens, typewriter ribbons, etc.

404 - Staff Travel - Travel for administrative staff. Budget narrative should define by mileage and per diem.

405 - Equipment Purchase - Equipment is not to be purchased for this project in excess of \$300 per unit. All equipment over \$100 needs approval from SBVTE prior to purchase.

406 - Office Rental - This is the cost of space specifically designated for training functions.

407 - Instructional Materials - Textbooks, workbooks, classroom materials for teaching aides such as maps, rulers, and films.

408 - Other Costs - This category includes such costs as printing, postage, utilities (if not included in rent), telephone, and maintenance. These objects, too, should be displayed in the budget narrative.

Participant Wages - Series 300

These will not be reported on the same basis as the other categories. There are only three series to be considered.

Participant Wages - 301 - This is the cost of participant salaries while on the job as remuneration for job related activities. These must be in accordance with minimum wage laws.

Participant Fringe Benefits - 302 - Those benefits normally paid as a result of wages.

Participant Allowances - 303 - Stipends paid to clients while in a training component.

This cost category is not listed on the Form 4 but will be placed in the Trainee Section and needs to be reflected in the budget narrative.

State Board of Vocational and Technical
Education
Form 4
Monthly Report for CETA Funded Classroom Projects

School _____ Projects _____ Month _____

Cost Category	Budget	Expenditures Current	Expenditures To-Date
A. Administration			
B. Training			
C. Services			
Total			

Cash on Hand _____

Encumbered Funds _____

Cash Advance Requested _____

46

(Signature)

(Date)

YOUTH EMPLOYMENT AND TRAINING PROGRAM

Possible Questions And Answers Concerning The YETP Program

What about employment for school or non-school hours? Either, preferably school hours for academic credit.

What CETA programs are subcontracted to SBVTE? Only Career Employment Experience (CEE) subcontracted to SBVTE, all other sections of the youth program still under IOMD. (Except for 14, 15 year old career education contracted to the Department of Public Instruction)

What is IOMD's goal with the YETP Program? IOMD wants more quality work experience targeted to the private sector.

What about ODC and School cooperation? ODC and School cooperation encouraged not incumbent.

What about paperwork? Paperwork for CEE could be lessened if area vocational schools were used where possible or a cooperative effort between several school corporations where there are not area vocational schools.

Do programs exist already in ODC's for these in-school youth? NO (For youths out of school, YES)

After first 2000 slots (not maximum) funds may be available to increase. 2000 is only a starting point number to work with.

Would it be possible to subsidize employers rather than the youth (in order to create job slots)? No, funds available under YETP are designed to help youth.

What about other reimbursements?

- (a) CETA cannot subsidize completely employers paying clients wage.
- (b) CETA can reimburse employer in private sector for added costs for employing disadvantaged client. In the public sector, CETA can reimburse fully.

Does CEE conflict with other SBVTE and IOMD projects (RFP, apprenticeship, etc.)? It should not, but if difficulty does occur the CETA field representatives will be available to offer assistance.

Who provides service?

- (a) Each agency can decide to provide or not to provide service. Service must be provided in each Area. Three or four different group combinations could possibly do the job, but someone should.
- (b) Services can be combined such as shared staff for in-school or out-of-school youth.
- (c) County, school corporation, or area boundaries can be crossed for proposals.
- (d) Interagency agreements can be used for programs between ODC and prime sponsor clients. Youth must reside in balance-of-state, but can work or train in another prime sponsor area.

What happens when child quits CEE and wants to retain job? How is it handled in your area? School retention is hopefully a requirement, if out of school possibly they could be transferred to other CETA programs.

What about qualifications for supervisors or coordinators? Qualifications for supervisor or coordinator must be state credited and state licensed if students are to receive academic credit:

1. Fully licensed vocational educator
2. Conditionally licensed voc. educator
3. licensed teacher with work experience or teacher training program.

Can CETA employment be extended beyond summer through SPEDY or other programs? Hopefully CEE can work with SPEDY during the summer months.

If ODC and Schools collectively work, will IOMD and SBVTE make commitment to help? YES! Definite Commitment.

What about cash advances? SBVTE can grant funds on cash advance basis to public and reimburse otherwise. (As far as CEE program is concerned, a cash advance will be sent to begin the program and then funds will be received on a reimbursement basis.)

When will cash be available? For SBVTE purposes immediately, but processing an advance from the state auditor takes approximately 30 days.

Who will evaluate proposals? SBVTE and IOMD in cooperation. M. K. Hoff, Don Baker and George Wilkins from SBVTE will be contact persons for submission.

Who does RFP come from? Sponsoring agency of ODC, LEA, or school. Contractor must be able to enter legally binding contracts.

Will in-school youth participating in CEE have to contend with standard labor law guidelines? Yes, including all restrictions.

For more information on child labor laws contact:

Bureau of Women and Children Indiana Division of Labor
Indiana Division of Labor
1013 State Office Building
Indianapolis, IN 46204
(317)633-4473
for specific questions

Form S

for

Writing a Proposal**SERVICE****PROPOSAL—SBVTE FORM 11-S**

Service projects provide dissemination, inservice, demonstration, consultation, or other support services to state education agencies, to other projects, or to educators.

The SBVTE has four forms for submitting proposals; each one is designed for a different type of project. Each request for proposal (RFP) has been matched to one of these four forms. In addition to the SERVICE proposal (this form), there is one for RESEARCH, DEVELOPMENT, and IMPLEMENTATION proposals.

RESEARCH

Research projects generate new knowledge.

They often test research hypotheses or address questions involving dependent and independent variables.

The results might not have immediate application, but they can form the basis for decisions or lead to further research and development.

DEVELOPMENT

Development projects use and apply existing research and knowledge.

They design educational processes or products.

They often produce models, publications, curriculum plans, instructional materials, or methods for doing something.

IMPLEMENTATION

Implementation projects validate, adapt, or adopt processes or products that have been previously developed.

They help ascertain the usefulness of a process or product, make needed changes for local application, or implement the products of development projects.

If you have questions concerning the forms, contact:

State Board of Vocational and Technical Education

CHECKLIST FOR COMPLETION OF THIS PROPOSAL

To submit a *Research* proposal, use Form 11-R.

To submit a *Development* proposal, use Form 11-D.

To submit an *Implementation* proposal, use Form 11-I.

To submit a *Service* proposal, use Form 11-S.

Note: For a description of these four types of proposals, see the cover (page 1).

Each form includes:

1. *Cover Sheet* (page 1).
2. *Checklist* for completion of proposal (page 2).
3. *Authorization* for proposal (page 3).
4. *Abstract* for proposal (page 4).
5. *Format* for proposal (pages 5-7).
6. *Budget* backing sheet (page 8).

Before submitting a proposal, follow these specifications: *(check each item as completed)*

- _____ 1. Study the *Cover Sheet* (page 1); be certain you have the right form.
- _____ 2. Develop the proposal, using the *Format* for proposal (pages 5-7).
 - _____ a. Follow the outline, using all major outline topics as subheadings.
 - _____ b. Type the report on 8½" x 11" letter-size *white* paper, *double spaced*.
 - _____ c. Number the pages of the text and appendices consecutively.
- _____ 3. Fill in the *Authorization* form and complete the *Abstract* of the proposal (pages 3-4).
- _____ 4. Include the:
 - _____ a. *Budget* backing sheet (page 8).
 - _____ b. Reference list.
 - _____ c. Statement of legal compliance.
 - _____ d. Appendix material (optional).
- _____ 5. Authorize the proposal (page 3) by obtaining the signature of the vocational administrator or fiscal officer.
- _____ 6. Duplicate the entire proposal with *black* print on *white* paper.
- _____ 7. Submit 10 (ten) copies of the completed proposal, postmarked by August 1, 1979 to:

State Board of Vocational and Technical Education
401 Illinois Building, 17 W. Market Street
Indianapolis, Indiana 46204

State of Indiana
State Board of Vocational and Technical Education

RFP# _____

for SBVTE use:

Project# _____

AUTHORIZATION FOR SERVICE PROPOSAL

Project title (10 words or less): _____

Applicant agency: _____

Agency address: _____

Phone: _____

Agency identification numbers (as applicable): _____

Project director: _____

Address: _____

Phone: _____

County: _____ Funding period: _____

from

to

Project population:

Project cost:

Groups	Numbers of persons:	
	Impacted by project	Conducting or giving input
students	_____	_____
secondary	_____	_____
postsecondary	_____	_____
adult	_____	_____
school personnel	_____	_____
secondary	_____	_____
postsecondary	_____	_____
adult	_____	_____
other	_____	_____
teacher educators	_____	_____
employers	_____	_____
employees	_____	_____
other: _____	_____	_____
special needs	_____	_____
disadvantaged	_____	_____
handicapped	_____	_____
migrant	_____	_____
minority	_____	_____
limited English proficiency	_____	_____
other: _____	_____	_____

local \$ _____

state/federal \$ _____

total \$ _____

Signature: _____

Vocational Administrator
or Fiscal Officer

51

ABSTRACT FOR SERVICE PROPOSAL

- A. The specific OBJECTIVES of the proposal are to:
(Number each objective.)

NOTE: each objective should

- tell WHAT will be done, not how
- include an action verb
- be explicit and measurable
- NOT tell the problem or procedure

- B. The PROCEDURES for achieving these objectives are:
(Number each procedure to correspond with its related objective.)

NOTE: the procedures should

- tell HOW the objectives will be accomplished
- outline methods, subjects, controls, and variables
- summarize analysis of results

- C. The PRODUCT(S) or SERVICE(S) to be developed and delivered by this project are:
(Number each product/service to correspond with its related objective and procedure.)

- D. The expected OUTCOMES for or potential IMPACTS on vocational education are:
(Number each outcome to correspond with its related objective, procedure, and product.)

FORMAT FOR SERVICE PROPOSAL

When writing a SERVICE proposal, use this outline as a guide. Use the major outline topics as subheadings. A SERVICE project is one that provides dissemination, inservice, consultation, demonstration, or other support services to state education agencies, to other projects, or to educators.

I. TITLE. Develop a title that tells readers the exact nature of the project.

- A. Use 10 words or less, if possible.
- B. Include the major variables and set the basic limits of the project.
- C. Avoid wasted words, such as "A Study of" or "The Red River School Project on."

II. INTRODUCTION. The goal and its context.

5 pts.* A. Goal. State the overall purpose of the project in clear, concise words.

5 pts. B. Background. Describe the background and context.

- 1. Report and summarize other projects within the state or nation that are closely related to the stated goal in the proposal. You may do this by checking with other administrators and by having the information centers search for you. (The SBVTE funds information centers that can help you do this. See support service page.)
- 2. Outline the overall need for the proposed project.
- 3. Establish evidence which justifies the project's objectives and action steps.
- 4. Tell how you determined this need.

5 pts. C. Service activities. Specify the service activities that will be provided.

III. PROJECT PLAN. Isolate each specific need that the project will address. For each need, develop and state: (1) one *objective*, (2) the *action steps*, (3) the *expected results*, (4) how you will *evaluate* the results, and (5) insurance of *sex equity*.

A. The first need and plan. Describe the most important need. Explain how you determined it. Develop your plan for meeting it, following these steps:

- 15 pts.
- 1. Objective. State the specific objective that will meet this need.
 - a. When stating the objective:
 - 1) Clearly and simply state *what will be accomplished*.
 - 2) Include an *action verb*.
 - 3) Use language that is explicit and *measurable*.
 - 4) Avoid restating the *problem* or describing *procedures*.

- b. Specify the limits or parameters of each objective by stating *what* will be done, but not *how*. For example: *Provide technical assistance to personnel in three schools which helps them develop performance based curriculum in drafting.*
- 25 pts. 2. *Action steps.* Describe the actions to be used to accomplish this objective. Tell *how* it will be done.
- 5 pts. 3. *Results.* State and explain the expected results of these action steps.
- a. Describe the *product(s)* to be developed and delivered.
- b. Explain the expected *outcomes* or potential *impacts* on vocational education. For curriculum projects, tell how it will contribute to curriculum improvement in other settings. (See project requirements, "impact.")
- 10 pts. 4. *Evaluation.* Explain how you will evaluate these actions and their results.
- 5 pts. 5. *Sex equity plan.* Show how the project will insure sex equity. (See project requirements, "sex bias.")
- B. The second need and plan. Describe the second most important need. Explain how you determined it. Develop your plan for meeting it, following these steps and the directions under III. A.:
- 15 pts. 1. *Objective.*
- 25 pts. 2. *Action steps.*
- 5 pts. 3. *Results.*
- 10 pts. 4. *Evaluation.*
- 5 pts. 5. *Sex equity plan.*
- C. The third (etc.) need and plan. Describe each need, in order of descending importance, and your plan for meeting it. For each follow the steps and directions under III. A. *Note: Limit the number of needs and objectives to a few that are significant and feasible.*

IV. MANAGEMENT PLAN.

- 10 pts. (A-E) A. Personnel. List the project personnel and outline their duties in relation to each objective and procedure. For each person:
1. Outline position requirements and qualifications.
2. Describe responsibilities and functions to be performed.
3. State the amount of time commitment to each project objective.
4. Specify the amount of released time from regular duties.
- B. Timeline. Create a timeline for the project which shows when each procedure will be implemented and each objective accomplished.
- C. Dissemination. Outline project plans to develop a product and/or final report that is suitable for wide dissemination by the SBVTE. (The SBVTE

funds information centers that can help you do this. See support services page. Also see project requirements, "dissemination.")

- D. Material needs. Explain the specific needs of the project in terms of facilities, space, and equipment. (See project requirements, "equipment.")
- E. Resources. Describe the contributions, resources, and capabilities to be provided by the institution(s) submitting the proposal.

10 pts.

- F. Budget. Submit a proposed budget.
 1. Prepare a detailed budget of all anticipated project costs. Place this on a separate page entitled "budget notes." Specify sources of funding, other than this project, for all project personnel.
 2. Use the budget backing sheet to summarize anticipated project costs.

V. OTHER MATERIAL.

5 pts.
(A-C)

- A. Appendices. Prepare any necessary appendices including items that support the proposal, but whose inclusion in the text would interfere with the proposal's continuity or add unnecessary clutter.
- B. Reference list. Prepare a reference list, including all materials and sources cited in the proposal.
 1. In each entry, include all data necessary for a reader to identify and locate the document in a library.
 2. Prepare all references according to a reputable manual of style, such as the American Psychological Association's *Publication Manual* or the University of Chicago's *A Manual of Style*. (The SBVTE funds an information center that can help you do this. See support services page.)
 3. If materials cited have not been published, give as much information as possible: author, title, date, address from which it may be obtained, and any official identification numbers, including ERIC numbers.
- C. Laws. Affirm the project's compliance with the law.
 1. Become aware of the state and federal laws with which you must comply. (See project requirements.)
 2. Prepare a statement that you are familiar with these laws and intend to comply with them.

BUDGET BACKING SHEET

	COSTS	
	A Agency	B Federal
A. DIRECT COSTS		
1. Personnel (include all salaries of professional staff persons involved in project)		
2. Contractual services (services of clerical persons or nonprofessional staff, or consultants)		
3. Employee benefits		
4. Travel		
5. Supplies and materials		
6. Communications (include phone calls, printing...)		
7. Properties (rentals or purchase of equipment)		
8. Facilities		
9. Product production and dissemination		
10. Project evaluation		
B. INDIRECT COSTS (State/Federal Funds will not be used to pay indirect costs incurred)		
C. TOTAL COSTS		
D. TOTAL PROJECT COST (A + B)		

* Present a more detailed budget on a separate page (Budget Notes).

Form D

for

Writing a Proposal

DEVELOPMENT**PROPOSAL—SBVTE FORM 11-D**

Development projects use and apply existing research and knowledge.

They design educational processes or products.

They often produce models, publications, curriculum plans, instructional materials, or methods for doing something.

The SBVTE has four forms for submitting proposals; each one is designed for a different type of project. Each request for proposal (RFP) has been matched to one of these four forms. In addition to the DEVELOPMENT proposal (this form), there is one for RESEARCH, IMPLEMENTATION, and SERVICE proposals:

RESEARCH

Research projects generate new knowledge.

They often test research hypotheses or address questions involving dependent and independent variables.

The results might not have immediate application, but they can form the basis for decisions or lead to further research and development.

IMPLEMENTATION

Implementation projects validate, adapt, or adopt processes or products that have been previously developed.

They help ascertain the usefulness of a process or product, make needed changes for local application, or implement the products of development projects.

SERVICE

Service projects provide dissemination, inservice, demonstration, consultation, or other support services to state education agencies, to other projects, or to educators.

If you have questions concerning the forms, contact:

State Board of Vocational and Technical Education

57

CHECKLIST FOR COMPLETION OF THIS PROPOSAL

To submit a *Research* proposal, use Form 11-R.

To submit a *Development* proposal, use Form 11-D.

To submit an *Implementation* proposal, use Form 11-I.

To submit a *Service* proposal, use Form 11-S.

Note: For a description of these four types of proposals, see the cover (page 1).

Each form includes:

1. *Cover Sheet* (page 1).
2. *Checklist* for completion of proposal (page 2).
3. *Authorization* for proposal (page 3).
4. *Abstract* for proposal (page 4).
5. *Format* for proposal (pages 5-7).
6. *Budget* backing sheet (page 8).

Before submitting a proposal, follow these specifications: (*check each item as completed*)

- ___ 1. Study the *Cover Sheet* (page 1); be certain you have the right form.
- ___ 2. Develop the proposal, using the *Format* for proposal (pages 5-7).
 - ___ a. Follow the outline, using all major outline topics as subheadings.
 - ___ b. Type the report on 8½" x 11" letter-size *white* paper, *double spaced*.
 - ___ c. Number the pages of the text and appendices consecutively.
- ___ 3. Fill in the *Authorization* form and complete the *Abstract* of the proposal (pages 3-4).
- ___ 4. Include the:
 - ___ a. *Budget* backing sheet (page 8).
 - ___ b. Reference list.
 - ___ c. Statement of legal compliance.
 - ___ d. Appendix material (optional).
- ___ 5. Authorize the proposal (page 3) by obtaining the signature of the vocational administrator or fiscal officer.
- ___ 6. Duplicate the entire proposal with *black* print on *white* paper.
- ___ 7. Submit 10 (ten) copies of the completed proposal, postmarked by August 1, 1979 to:

State Board of Vocational and Technical Education
401 Illinois Building, 17 W. Market Street
Indianapolis, Indiana 46204

State of Indiana
State Board of Vocational and Technical Education

RFP# _____

for SBVTE use:

Project# _____

AUTHORIZATION FOR DEVELOPMENT PROPOSAL

Project title (10 words or less): _____

Applicant agency: _____

Agency address: _____

Phone: _____

Agency identification numbers (as applicable): _____

Project director: _____

Address: _____

Phone: _____

County: _____ Funding period: _____

from _____ to _____

Project population:

Project cost:

Groups	Numbers of persons:	
	Impacted by project	Conducting or giving input
students		
secondary	_____	_____
postsecondary	_____	_____
adult	_____	_____
school personnel		
secondary	_____	_____
postsecondary	_____	_____
adult	_____	_____
other		
teacher educators	_____	_____
employers	_____	_____
employees	_____	_____
other: _____	_____	_____
special needs		
disadvantaged	_____	_____
handicapped	_____	_____
migrant	_____	_____
minority	_____	_____
limited English	_____	_____
proficiency	_____	_____
other: _____	_____	_____

local \$ _____

state/federal \$ _____

total \$ _____

Signature: _____

Vocational Administrator
or Fiscal Officer

59

ABSTRACT FOR DEVELOPMENT PROPOSAL

- A. The specific OBJECTIVES of the proposal are to:
(Number each objective.)

NOTE: each objective should

- tell WHAT will be done, not how
- include an action verb
- be explicit and measurable
- NOT tell the problem or procedure

- B. The PROCEDURES for achieving these objectives are:
(Number each procedure to correspond with its related objective.)

NOTE: the procedures should

- tell HOW the objectives will be accomplished
- outline methods, subjects, controls, and variables
- summarize analysis of results

- C. The PRODUCT(S) to be developed and delivered by this project are:
(Number each product to correspond with its related objective and procedure.)

- D. The expected OUTCOMES for or potential IMPACTS on vocational education are:
(Number each outcome to correspond with its related objective, procedure, and product.)

FORMAT FOR DEVELOPMENT PROPOSAL

When writing a DEVELOPMENT proposal, use this outline as a guide. Use the major outline topics as subheadings. A DEVELOPMENT project is one that applies existing research and knowledge; it designs educational processes and products. It often produces models, publications, curriculum plans, instructional materials, or methods for doing something.

I. TITLE. Develop a title that tells readers the exact nature of the project.

- A. Use 10 words or less, if possible.
- B. Include the major variables and set the basic limits of the project.
- C. Avoid wasted words, such as "A Study of" or "The Red River School Project on."

II. INTRODUCTION. The problem and its context.

5 pts.* A. Problem. State the problem. Summarize the need for the proposed project in clear, concise words. Relate curriculum projects to student learning. For example: *There are not enough adequate programs to provide vocational training for handicapped persons.*

5 pts. B. Background. Review the related literature.

- 1. Report and summarize other projects within the state or nation that are closely related to the stated problem in the proposal. You may do this by checking with other administrators and by having the information centers search for you. (The SEVTE funds information centers that can help you do this. See support services page.)
- 2. Establish evidence which justifies the project's objectives and methodology.
- 3. For curriculum development and instruction oriented projects, take into consideration advances in subject matter and learning theory.

5 pts. C. Goal. Specify the overall purpose of the project. Describe exactly the model/process/product that the project will develop.

III. PROJECT PLAN. Isolate each specific need that the project will address. For each need, develop and state: (1) one *objective*, (2) a set of *procedures*, (3) the expected *results*, (4) how you will *verify* or *validate* the results, and (5) insurance of *sex equity*.

A. The first need and plan. Describe the most important need. Explain how you determined it. Develop your plan for meeting it, following these steps:

15 pts.

1. Objective. State the specific objective that will meet this need.
 - a. When stating the objective:
 - 1) Clearly and simply state what will be accomplished.
 - 2) Include an *action verb*.
 - 3) Use language that is explicit and *measurable*.
 - 4) Avoid restating the *problem* or describing *procedures*.
 - b. For curriculum and instruction projects, state the objective in terms of student learning or behavior.
 - c. Specify the limits or parameters of each objective by stating *what* will be done, but not *how*. For example: *Develop and organize for instruction the learning content of eight job titles in the area of vehicle repair.*

25 pts.

2. Procedures. Describe the procedures to be used to accomplish this objective. Tell *how* it will be done.

5 pts.

3. Results. State and explain the expected results of these procedures.
 - a. Describe the *product(s)* to be developed and delivered.
 - b. Explain the expected *outcomes* or potential *impacts* on vocational education. For curriculum and instruction projects, tell how it will contribute to curriculum and instruction improvement *in other settings*. (See project requirements, "impact.")

10 pts.

4. Verification/validation plan. Explain how you will verify or validate these results so they can be generalized or used elsewhere.

5 pts.

5. Sex equity plan. Show how the project will insure sex equity. (See project requirements, "sex bias.")

- B. The second need and plan. Describe the second most important need. Explain how you determined it. Develop your plan for meeting it, following the steps and the directions under III. A:

15 pts.

1. Objective.

25 pts.

2. Procedure.

5 pts.

3. Results.

10 pts.

4. Verification/validation plan.

5 pts.

5. Sex equity plan.

- C. The third (etc.) need and plan. Describe each need, in order of descending importance, and your plan for meeting it. For each follow the steps and directions under III. A. *Note: Limit the number of needs and objectives to a few that are significant and feasible.*

IV. MANAGEMENT PLAN.

10 pts.
(A-E)

- A. Personnel. List the project personnel and outline their duties in relation to each objective and procedure. *For each person:*

1. Outline position requirements and qualifications.

2. Describe responsibilities and functions to be performed.
3. State the amount of time commitment to each project objective.
4. Specify the amount of released time from regular duties.

- B. Timeline. Create a timeline for the project which shows when each procedure will be implemented and each objective accomplished.
- C. Dissemination. Outline project plans to develop a product and/or final report that is suitable for wide dissemination by the SBVTE. (The SBVTE funds information centers that can help you do this. See support services page. Also see project requirements, "dissemination.")
- D. Material needs. Explain the specific needs of the project in terms of facilities, space, and equipment. (See project requirements, "equipment.")
- E. Resources. Describe the contributions, resources, and capabilities to be provided by the institution(s) submitting the proposal.

10 pts. F. Budget. Submit a proposed budget.

1. Prepare a detailed budget of all anticipated project costs. Place this on a separate page entitled "budget notes." Specify sources of funding other than this project, for all project personnel.
2. Use the budget backing sheet to summarize anticipated project costs.

V. OTHER MATERIAL.

- 5 pts. (A-C) A. Appendices. Prepare any necessary appendices including items that support the proposal, but whose inclusion in the text would interfere with the proposal's continuity or add unnecessary clutter.
- B. Reference list. Prepare a reference list, including all materials and sources cited in the proposal.
1. In each entry, include all data necessary for a reader to identify and locate the document in a library.
 2. Prepare all references according to a reputable manual of style, such as the American Psychological Association's *Publication Manual* or the University of Chicago's *A Manual of Style*. (The SBVTE funds an information center that can help you with this. See support services page.)
 3. If materials cited have not been published, give as much information as possible: author, title, date, address from which it may be obtained, and any official identification numbers, including ERIC numbers.
- C. Laws. Affirm the project's compliance with the law.
1. Become aware of the state and federal laws with which you must comply. (See project requirements.)
 2. Prepare a statement that you are familiar with these laws and intend to comply with them.

BUDGET BACKING SHEET

	COSTS	
	A Agency	B Federal
A. DIRECT COSTS		
1. Personnel (include all salaries of professional staff persons involved in project)		
2. Contractual services (services of clerical persons or nonprofessional staff, or consultants)		
3. Employee benefits		
4. Travel		
5. Supplies and materials		
6. Communications (include phone calls, printing...)		
7. Properties (rentals or purchase of equipment)		
8. Facilities		
9. Product production and dissemination		
10. Project evaluation		
B. INDIRECT COSTS (State/Federal Funds will not be used to pay indirect costs incurred)		
C. TOTAL COSTS		
D. TOTAL PROJECT COST (A + B)		

* Present a more detailed budget on a separate page (Budget Notes).

Form I

for

Writing a Proposal**IMPLEMENTATION****PROPOSAL—SBVTE FORM 11-I**

Implementation projects validate, adapt, or adopt processes or products that have been previously developed.

They help ascertain the usefulness of a process or product, make needed changes for local application, or implement the products of development projects.

The SBVTE has four forms for submitting proposals; each one is designed for a different type of project. Each request for proposal (RFP) has been matched to one of these four forms. In addition to the IMPLEMENTATION proposal (this form), there is one for RESEARCH, DEVELOPMENT, and SERVICE proposals:

RESEARCH

Research projects generate new knowledge.

They often test research hypotheses or address questions involving dependent and independent variables.

The results might not have immediate application, but they can form the basis for decisions or lead to further research and development.

DEVELOPMENT

Development projects use and apply existing research and knowledge.

They design educational processes or products.

They often produce models, publications, curriculum plans, instructional materials, or methods for doing something.

SERVICE

Service projects provide dissemination, inservice, demonstration, consultation, or other support services to state education agencies, to other projects, or to educators.

If you have questions concerning the forms, contact:

State Board of Vocational and Technical Education

65

CHECKLIST FOR COMPLETION OF THIS PROPOSAL

To submit a *Research* proposal, use Form 11-R.

To submit a *Development* proposal, use Form 11-D.

To submit an *Implementation* proposal, use Form 11-I.

To submit a *Service* proposal, use Form 11-S.

Note: For a description of these four types of proposals, see the cover (page 1).

Each form includes:

1. *Cover Sheet* (page 1).
2. *Checklist* for completion of proposal (page 2).
3. *Authorization* for proposal (page 3).
4. *Abstract* for proposal (page 4).
5. *Format* for proposal (pages 5-7).
6. *Budget* backing sheet (page 8).

Before submitting a proposal, follow these specifications: (*check each item as completed*)

- _____ 1. Study the *Cover Sheet* (page 1); be certain you have the right form.
- _____ 2. Develop the proposal, using the *Format* for proposal (pages 5-7).
 - _____ a. Follow the outline, using all major outline topics as subheadings.
 - _____ b. Type the report on 8½" x 11" letter-size *white* paper, *double spaced*.
 - _____ c. Number the pages of the text and appendices consecutively.
- _____ 3. Fill in the *Authorization* form and complete the *Abstract* of the proposal (pages 3-4).
- _____ 4. Include the:
 - _____ a. *Budget* backing sheet (page 8).
 - _____ b. Reference list.
 - _____ c. Statement of legal compliance.
 - _____ d. Appendix material (optional).
- _____ 5. Authorize the proposal (page 3) by obtaining the signature of the vocational administrator or fiscal officer.
- _____ 6. Duplicate the entire proposal with *black* print on *white* paper.
- _____ 7. Submit 10 (ten) copies of the completed proposal, postmarked by August 1, 1979 to:

State Board of Vocational and Technical Education
401 Illinois Building, 17 W. Market Street
Indianapolis, Indiana 46204

State of Indiana
State Board of Vocational and Technical Education

RFP# _____

for SBVTE use: _____

Project# _____

AUTHORIZATION FOR IMPLEMENTATION PROPOSAL

Project title (10 words or less): _____

Applicant agency: _____

Agency address: _____

Phone: _____

Agency identification numbers (as applicable): _____

Project director: _____

Address: _____

Phone: _____

County: _____ Funding period: _____

from _____ to _____

Project population:

Project cost:

Groups	Numbers of persons:	
	Impacted by project	Conducting or giving input
students		
secondary	_____	_____
postsecondary	_____	_____
adult	_____	_____
school personnel		
secondary	_____	_____
postsecondary	_____	_____
adult	_____	_____
other		
teacher educators	_____	_____
employers	_____	_____
employees	_____	_____
other: _____	_____	_____
special needs		
disadvantaged	_____	_____
handicapped	_____	_____
migrant	_____	_____
minority	_____	_____
limited English proficiency	_____	_____
other: _____	_____	_____

local \$ _____

state/federal \$ _____

total \$ _____

Signature: _____

Vocational Administrator
or Fiscal Officer

67

ABSTRACT FOR IMPLEMENTATION PROPOSAL

A. The PROCESS/PRODUCT(S) to be adopted/adapted and delivered by this project are:

B. The specific OBJECTIVES of the proposal are to:
(Number each objective.)

NOTE: each objective should
• tell WHAT will be done, not how
• include an action verb
• be explicit and measurable
• NOT tell the problem or procedure

C. The PROCEDURES for achieving these objectives are:
(Number each procedure to correspond with its related objective.)

NOTE: the procedures should
• tell HOW the objectives will
be accomplished
• outline methods, subjects,
controls, and variables
• summarize analysis of results

D. The expected OUTCOMES for or potential IMPACTS on vocational education are:
(Number each outcome to correspond with its related objective and procedure.)

FORMAT FOR IMPLEMENTATION PROPOSAL

When writing an IMPLEMENTATION proposal use this outline as a guide. Use the major outline topics as subheadings. An IMPLEMENTATION project is one that validates, adapts, or adopts processes or products that have been previously developed. It helps ascertain the usefulness of a process or product, makes needed changes for local application, or implements the products of development projects.

I. TITLE. Develop a title that tells readers the exact nature of the project.

- A. Use 10 words or less, if possible.
- B. Include the major variables and set the basic limits of the project.
- C. Avoid wasted words, such as "A Study of" or "The Red River School Project on."

II. INTRODUCTION. The goal and its context.

5 pts.* A. Goal. State the overall purpose of the project in clear, concise words.

5 pts. B. Background. Describe the background and context.

- 1. Summarize the overall need for the proposed project. Relate this to student learning.
- 2. Tell how you determined this need.

5 pts. C. Material. Specify the model/process/product that the project will adapt or implement. Give your rationale for selecting this material for implementation.

III. PROJECT PLAN. Isolate each specific need that the project will address. For each need, develop and state: (1) one objective, (2) the action steps, (3) the expected results, (4) how you will evaluate the results, and (5) insurance of sex equity.

A. The first need and plan. Describe the most important need. Explain how you determined it. Develop your plan for meeting it, following these steps:

- 15 pts. 1. Objective. State the specific objective that will meet this need.
- a. When stating the objective:
 - 1) Clearly and simply state what will be accomplished.
 - 2) Include an action verb.
 - 3) Use language that is explicit and measurable.
 - 4) Avoid restating the problem or describing procedures.
 - b. Specify the limits or parameters of each objective by stating what will be done, but not how. For example: Validate for use in other settings the domain reference test for two job titles in the area of vehicle repair.

*Points for proposal review.

25 pts.

2. Action steps. Describe the actions to be used to accomplish this objective. Tell *how* it will be done. Include, where applicable, the:
 - a. Implementation plans by which the materials will be accommodated to the organization.
 - b. Specify any training activities involved and how persons will be selected for special training.
 - c. Describe organization, administration, and staffing of training activities.

5 pts.

3. Outcomes. State and explain the expected outcomes of these action steps. Describe the potential *impacts* on vocational education. For a curriculum and instruction project, tell how it will contribute to curriculum and instruction improvement *in other settings*. (See project requirements, "impact.")

10 pts.

4. Evaluation. Explain how you will evaluate the actions and their outcomes so they can be generalized or used elsewhere.

5 pts.

5. Sex equity plan. Show how the project will insure sex equity. (See project requirements, "sex bias.")

- B. The second need and plan. Describe the second most important need. Explain how you determined it. Develop your plan for meeting it, following these steps and the directions under III. A.:

15 pts.

1. Objective.

pts.

2. Action steps.

5 pts.

3. Results.

10 pts.

4. Evaluation.

5 pts.

5. Sex equity plan.

- C. The third (etc.) need and plan. Describe each need, in order of descending importance, and your plan for meeting it. For each follow the steps and directions under III. A. *Note: Limit the number of needs and objectives to a few that are significant and feasible.*

IV. MANAGEMENT PLAN.

10 pts.
(A-E)

- A. Personnel. List the project personnel and outline their duties in relation to each objective and procedure. *For each person:*
 1. Outline position requirements and qualifications.
 2. Describe responsibilities and functions to be performed.
 3. State the amount of time commitment to each project objective.
 4. Specify the amount of released time from regular duties.
- B. Timeline. Create a timeline for the project which shows when each procedure will be implemented and each objective accomplished.
- C. Dissemination. Outline project plans to develop a product and/or final report that is suitable for wide dissemination by the SBVTE. (The SBVTE

funds information centers that can help you do this. See support services page. Also see project requirements, "dissemination.")

- D. Material needs. Explain the specific needs of the project in terms of facilities, space, and equipment. (See project requirements, "equipment.")
- E. Resources. Describe the contributions, resources, and capabilities to be provided by the institution(s) submitting the proposal.

- 10 pts. F. Budget. Submit a proposed budget.
1. Prepare a detailed budget of all anticipated project costs. Place this on a separate page entitled "budget notes." Specify sources of funding, other than this project, for all project personnel.
 2. Use the budget backing sheet to summarize anticipated project costs.

V. OTHER MATERIAL.

- 5 pts.
(A&B) A. Appendices. Prepare any necessary appendices including items that support the proposal, but whose inclusion in the text would interfere with the proposal's continuity or add unnecessary clutter.
- B. Laws. Affirm the project's compliance with the law.
1. Become aware of the state and federal laws with which you must comply. (See project requirements.)
 2. Prepare a statement that you are familiar with these laws and intend to comply with them.

BUDGET BACKING SHEET

	COSTS	
	A Agency	B Federal
A. DIRECT COSTS		
1. Personnel (include all salaries of professional staff persons involved in project)		
2. Contractual services (services of clerical persons or nonprofessional staff, or consultants)		
3. Employee benefits		
4. Travel		
5. Supplies and materials		
6. Communications (include phone calls, printing...)		
7. Properties (rentals or purchase of equipment)		
8. Facilities		
9. Product production and dissemination		
10. Project evaluation		
B. INDIRECT COSTS (State/Federal Funds will not be used to pay indirect costs incurred)		
C. TOTAL COSTS		
D. TOTAL PROJECT COST (A + B)		

* Present a more detailed budget on a separate page (Budget Notes).

Form R

for

Writing a Proposal

RESEARCH**PROPOSAL—SBVTE FORM 11-R**

Research projects generate new knowledge.

They often test research hypotheses or address questions involving dependent and independent variables.

The results might not have immediate application, but they can form the basis for decisions or lead to further research and development.

The SBVTE has four forms for submitting proposals; each one is designed for a different type of project. Each request for proposal (RFP) has been matched to one of these four forms. In addition to the RESEARCH proposal (this form), there is one for DEVELOPMENT, IMPLEMENTATION, and SERVICE proposals:

DEVELOPMENT

Development projects use and apply existing research and knowledge.

They design educational processes or products.

They often produce models, publications, curriculum plans, instructional materials, or methods for doing something.

IMPLEMENTATION

Implementation projects validate, adapt, or adopt processes or products that have been previously developed.

They help ascertain the usefulness of a process or product, make needed changes for local application, or implement the products of development projects.

SERVICE

Service projects provide dissemination, inservice, demonstration, consultation, or other support services to state education agencies, to other projects, or to educators.

If you have questions concerning the forms, contact:

State Board of Vocational and Technical Education

73

CHECKLIST FOR COMPLETION OF THIS PROPOSAL

To submit a *Research* proposal, use Form 11-R.

To submit a *Development* proposal, use Form 11-D.

To submit an *Implementation* proposal, use Form 11-I.

To submit a *Service* proposal, use Form 11-S.

Note: For a description of these four types of proposals, see the cover (page 1).

Each form includes:

1. *Cover Sheet* (page 1).
2. *Checklist* for completion of proposal (page 2).
3. *Authorization* for proposal (page 3).
4. *Abstract* for proposal (page 4).
5. *Format* for proposal (pages 5-7).
6. *Budget* backing sheet (page 8).

Before submitting a proposal, follow these specifications: (*check each item as completed*)

- _____ 1. Study the *Cover Sheet* (page 1); be certain you have the right form.
- _____ 2. Develop the proposal, using the *Format* for proposal (pages 5-7).
 - _____ a. Follow the outline, using all major outline topics as subheadings.
 - _____ b. Type the report on 8½" x 11" letter-size *white* paper, *double spaced*.
 - _____ c. Number the pages of the text and appendices consecutively.
- _____ 3. Fill in the *Authorization* form and complete the *Abstract* of the proposal (pages 3-4).
- _____ 4. Include the:
 - _____ a. *Budget* backing sheet (page 8).
 - _____ b. Reference list.
 - _____ c. Statement of legal compliance.
 - _____ d. Appendix material (optional).
- _____ 5. Authorize the proposal (page 3) by obtaining the signature of the vocational administrator or fiscal officer.
- _____ 6. Duplicate the entire proposal with *black* print on *white* paper.
- _____ 7. Submit 10 (ten) copies of the completed proposal, postmarked by August 1, 1979 to:

State Board of Vocational and Technical Education
401 Illinois Building, 17 W. Market Street
Indianapolis, Indiana 46204

State of Indiana
State Board of Vocational and Technical Education

RFP# _____

for SBVTE use:

Project# _____

AUTHORIZATION FOR RESEARCH PROPOSAL

Project title (10 words or less): _____

Applicant agency: _____

Agency address: _____

Phone: _____

Agency identification numbers (as applicable): _____

Project director: _____

Address: _____

Phone: _____

County: _____ Funding period: _____ from _____ to _____

Project population:

Project cost:

Groups	Numbers of persons:			
	Impacted by project	Conducting or giving input		
students			local	\$ _____
secondary	_____	_____	state/federal	\$ _____
postsecondary	_____	_____		
adult	_____	_____	total	\$ _____
school personnel				
secondary	_____	_____		
postsecondary	_____	_____		
adult	_____	_____		
other				
teacher educators	_____	_____		
employers	_____	_____		
employees	_____	_____		
other: _____	_____	_____		
special needs				
disadvantaged	_____	_____		
handicapped	_____	_____		
migrant	_____	_____		
minority	_____	_____		
limited English proficiency	_____	_____		
other: _____	_____	_____		

Signature: _____

Vocational Administrator
or Fiscal Officer

75

ABSTRACT FOR RESEARCH PROPOSAL

A. The PROBLEM to be studied and HYPOTHESIS(ES) to be tested are:

B. The specific OBJECTIVES of the proposal are to:

(Number each objective.)

NOTE: each objective should
• tell WHAT will be done, not how
• include an action verb
• be explicit and measurable
• NOT tell the problem or procedure

C. The PROCEDURES for achieving these objectives are:

(Number each procedure to correspond with its related objective.)

NOTE: the procedures should
• tell HOW the objectives will
be accomplished
• outline methods, subjects,
controls, and variables
• summarize analysis of results

D. The expected OUTCOMES for or potential IMPACTS on vocational education are:

(Number each outcome to correspond with its related objective and procedure.)

FORMAT FOR RESEARCH PROPOSAL

When writing a RESEARCH proposal, use this outline as a guide. Use the major outline topics as subheadings. A RESEARCH project is one that generates new knowledge; it often tests research hypotheses or addresses questions involving dependent and independent variables. Its results might not have immediate application, but they can form the basis for decisions or lead to further research and development.

I. TITLE. Develop a title that tells readers the exact nature of the project.

- A. Use 10 words or less, if possible.
- B. Include the major variables and describe the basic limits of the project.
- C. Avoid wasted words, such as "A Study of" or "The Red River School Project on."

II. INTRODUCTION. The problem, its context, and the project's objectives.

5 pts.* A. Problem. State the problem in a clear and concise statement that outlines the need for the proposed project. *For example: Little is known about why female students do not acquire education or training that leads to high-paying fields or major leadership positions.*

5 pts. B. Background. Review the related literature.

1. Report and summarize other studies that are closely related to the stated problem in the proposal. (The SBVTE funds an information center that can help you with this. See support services page.)
2. Establish evidence through reference literature which supports the hypothesis(es) being tested and which justifies the project's objectives and methodology.

C. Purpose. Specify the purpose of the project.

10 pts.

1. Describe exactly what the project seeks to discover and what contributions it will make to the field of knowledge.
 - a. Outline the question(s) which the project will study; identify those groups or categories which are to be included and excluded.
 - b. State the hypothesis(es) being tested.
 - c. Explain the conditions and limitations that could affect the reliability of the project's results.
 - d. Explain the assumptions that are made by the investigator.

10 pts.

2. Develop specific objectives.

a. When developing objectives:

- 1) Limit the number to a few that are significant and feasible.

*Points for proposal review.

- 2) Include an *action verb*.
 - 3) Use language that is explicit and measurable.
 - 4) Avoid restating the *problem* or describing *procedures*.
- b. For each objective, clearly and simply state *what will be accomplished*.
 - c. Specify the limits or parameters of each objective by stating *what will be done and to whom (but not how)*. For example:
Compare the learning rates of two groups of 20 students enrolled in introductory agriculture at Land Grant University, one group using auto-tutorial instruction and the other using live instruction.
 - d. Arrange objectives in priority order, the most important first.

III. METHODOLOGY. How the project will be conducted.

- 5 pts. A. Design. Describe the basic research design.
- 20 pts. B. Procedures. Outline the procedures for achieving project objectives, including:
 1. Methods or instruments to be used to gather data or investigate the question.
 2. Subjects.
 3. Controls.
 4. Variables and their treatment.
- 15 pts. C. Data treatment. Describe how you will process data or results in terms of:
 1. Methods of analysis, including specialists if they will be used.
 2. Statistical tests that will be used.
 3. Data storage and retrieval.
 4. Measures of validity and reliability that will be used.
- 5 pts. D. Outcomes. State and explain the expected outcomes for or potential impact on vocational education. (See project requirements, "impact.")
- E. Sex equity. Show how the project will insure sex equity and consider sex as a variable. (See project requirements, "sex bias.")

IV. MANAGEMENT PLAN.

- 10 pts. (A-E) A. Personnel. List the project personnel and outline their duties in relation to each objective and procedure. For each person:
 1. Outline position requirements and qualifications.
 2. Describe responsibilities and functions to be performed.
 3. State the amount of time commitment to each project objective.
 4. Specify the amount of released time from regular duties.

- B. Timeline. Create a timeline for the project which shows when each procedure will be implemented and each objective accomplished.
- C. Dissemination. Outline project plans to develop a product and/or final report that is suitable for wide dissemination by the SBVTE. (The SBVTE funds information centers that can help you do this. See support services page. Also see project requirements, "dissemination.")
- D. Material needs. Explain the specific needs of the project in terms of facilities, space, and equipment. (See project requirements, "equipment.")
- E. Resources. Describe any contributions, resources, and capabilities to be provided by the institution(s) submitting the proposal.

10 pts. F. Budget. Submit a proposed budget.

- 1. Prepare a detailed budget of all anticipated project costs. Place this on a separate page entitled "budget notes." Specify sources of funding, other than this project, for all project personnel.
- 2. Use the budget backing sheet to summarize anticipated project costs.

V. OTHER MATERIAL.

5 pts.
(A-C)

- A. Appendices. Prepare any necessary appendices including items that support the proposal, but whose inclusion in the text would interfere with the proposal's continuity or add unnecessary clutter.
- B. Reference list. Prepare a reference list, including all materials and sources cited in the proposal.
 - 1. In each entry, include all data necessary for a reader to identify and locate the document in a library.
 - 2. Prepare all references according to a reputable manual of style, such as the American Psychological Association's *Publication Manual* or the University of Chicago's *A Manual of Style*. (The SBVTE funds an information center that can help you with this. See support services page.)
 - 3. If materials cited have not been published, give as much information as possible: author, title, date, address from which it may be obtained, and any official identification numbers, including ERIC numbers.
- C. Laws. Affirm the project's compliance with the law.
 - 1. Become aware of the state and federal laws with which you must comply. (See project requirements.)
 - 2. Prepare a statement that you are familiar with these laws and intend to comply with them.

BUDGET BACKING SHEET

	COSTS	
	A Agency	B Federal
A. DIRECT COSTS		
1. Personnel (include all salaries of professional staff persons involved in project)		
2. Contractual services (services of clerical persons or nonprofessional staff, or consultants)		
3. Employee benefits		
4. Travel		
5. Supplies and materials		
6. Communications (include phone calls, printing...)		
7. Properties (rentals or purchase of equipment)		
8. Facilities		
9. Product production and dissemination		
10. Project evaluation		
B. INDIRECT COSTS (State/Federal Funds will not be used to pay indirect costs incurred)		
C. TOTAL COSTS		
D. TOTAL PROJECT COST (A + B)		

* Present a more detailed budget on a separate page (Budget Notes).

APPENDIX E

VEIS MANUAL FOR DOCUMENT HANDLING

1. Introduction

Vocational Education Information Services was established to promote effective communication among Indiana vocational educators by meeting their needs for information. VEIS meets information needs through two distinct, though related, services; the publications service and the information service.

The publications service publishes a series of reports which include: edited and abridged final reports of research projects funded by the State Board of Vocational and Technical Education (SBVTE), abstracts of projects currently or formerly funded by the SBVTE, bibliographies on topics of current interest, and position papers. These reports are mailed to target audiences around the state and are available free to Indiana residents upon request. The publications service also produces a quarterly newsletter, *Communique*, which reports on current projects and is mailed free to all vocational education teachers in Indiana. These publications keep vocational educators up-to-date on what is occurring in the areas of research and exemplary projects in Indiana.

The information service was established to broaden the scope of information available to Indiana vocational educators. Through the publications service, they knew what was being done in Indiana, but they did not have access to information from other states. The information service provides access to this information by doing on-line literature searches in many of the data bases in the Lockheed (Orbit) System and by loaning copies of material, either from its own collection or the collections of the I.U. Libraries. These services are available to all Indiana vocational educators.

The Information Service Collection

The collection of documents owned by VEIS consists of material sent to the State Board of Vocational and Technical Education in Indianapolis, proposals and final reports of projects funded by the SBVTE, and materials selected and acquired by the service. Except for final reports from SBVTE-funded projects, everything that has been indexed and abstracted by the ERIC system is given its ED number, added to the title list of ERIC documents, and shelved in the ED section. The remaining documents must be cataloged and indexed by the service.

This collection of documents can be valuable to VEIS only if the information in each document can be easily retrieved. The goal of the VEIS cataloging/indexing process is to consistently apply appropriate cataloging rules and to tag the information in the documents with appropriate subject descriptors so that the information can be easily retrieved.

To meet this goal, indexers must be able to understand descriptive cataloging and follow cataloging guidelines. They must also be able to read and understand the contents of a document, choose the main concepts, translate those concepts into

predefined terms, and apply those terms to a document. Indexers are the crucial link between material going into the system and its efficient retrieval in the future. This manual was compiled to aid indexers in cataloging and indexing materials consistently and systematically so that the retrieval system will be the best it can be.

2. Overview of the VEIS System Components

The VEIS cataloging/indexing process will, as near as possible, follow the guidelines set up by the Educational Resources Information Center (ERIC) system.

Vocabulary Control

ERIC uses a system of predefined descriptors from the *Thesaurus of ERIC Descriptors* and supplementary group of names of specific entities called identifiers. The information service will use descriptors from the *ERIC Thesaurus* and supplement these with identifiers according to the guidelines established in Chapters 3 and 4 of this manual.

The *ERIC Thesaurus* was developed to be used with all fields of education. Therefore, there are many descriptors in the *Thesaurus* which are not appropriate to vocational education and will never be needed or used. It does contain, however, all the concepts needed for vocational education and can be relied upon to provide the descriptors needed.

The *Thesaurus* does not, and could not, include the names of specific entities such as geographic locations, persons, trade names, tests, legislation, organizations, equipment, or specific projects. When these names are needed to provide additional indexing depth of a specialized nature, they will be added as identifiers.

Descriptive Cataloging

Descriptive cataloging is the process which produces bibliographic descriptions of documents. Standard cataloging includes author, title, publisher, place of publication, date, pages, and any other item which physically describes a document. It does not include the assignment of subject headings.

The ERIC system has developed guidelines for descriptive cataloging which are appropriate for handling technical reports. These guidelines will be used as cataloging rules where appropriate and will be supplemented by the COSATI *Standard for Descriptive Cataloging of Government Scientific and Technical Reports* and the A.L.A. *Anglo-American Cataloging Rules* when necessary. Internal guidelines for aspects of descriptive cataloging which are specific to VEIS retrieval needs are integrated with the ERIC guidelines reproduced in Chapter 3 of this manual.

Indexing

Indexing is the process of assigning words or terms to documents in order to describe their subject content for purposes of subsequent retrieval. Like

descriptive cataloging, ERIC has developed guidelines for indexing. Those guidelines have been adopted for VEIS use and appear in Chapter 4 of this manual.

Internal Processing

In order that all documents are handled consistently, processing guidelines for receiving and handling new documents have been established. These procedures are explained in Chapter 5 of this manual.

3. Descriptive Cataloging

These guidelines for descriptive cataloging are intended for use as instructional information for indexers. For any specific factors not detailed herein, the indexer should consult the *COSATI Standard for Descriptive Cataloging of Government Scientific and Technical Reports* and/or the *Anglo-American Cataloging Rules*.

Descriptive cataloging describes the documents and provides tags for the production of indexes and for other forms of retrieval. The basic differences between traditional library cataloging and VEIS cataloging lie in the nature of the documents and in the method(s) of using the information. Traditional cataloging deals primarily with monographs (books) and serials (journals), while VEIS cataloging deals primarily with technical reports and similar fugitive materials. Further, in the library, the 3 by 5 catalog card is an end in itself. When duplicated and filed, it is the basic element of the retrieval system. In VEIS, on the other hand, the indexing form is only a transitional step in a process which ultimately leads to the addition of a record to a computer file.

The indexer, therefore, must consider each part of the form as a distinct entity which most accurately tags the document on the basis of the information given. This is another way of stating the basic rule of technical report cataloging: CATALOG FROM THE DOCUMENT IN HAND. It is neither necessary nor desirable to seek additional information not contained in the document to "improve the cataloging." However, when a document is obviously one of a series, of which other members have been entered in the system, it is appropriate to check the other members to ensure consistency within the set.

VEIS indexers will be handling two distinct categories of documents: 1) proposals, final reports and products of SBVTE-funded projects, and 2) general reports which have not been indexed in the ERIC system and are not Indiana projects. Although the cataloging and indexing processes will be the same for both types of documents, SBVTE-funded projects need more information recorded than the general reports.

The remainder of this chapter describes the indexing form and explains the information needed on each part of the form for both SBVTE-funded projects and general reports.

Indexing Forms

The same form will be used for both SBVTE projects and general reports. Only items one through seven will be used for general reports. For SBVTE-funded projects, all ten items on the indexing form must be completed by the indexer.

Please be careful when filling out the indexing forms. All information must be written legibly and correctly. The form is the transitional step to com-

puter input and therefore if forms are illegible, if names are misspelled, or if other errors are made, the information will of necessity be entered wrong into the computer. Remembering the computer axiom "garbage in--garbage out," should help you to be careful in completing indexing forms.

Examples of completed indexing forms for both SBVTE-funded projects and general reports, follow this page.

Example: SBYTE-funded project
VOCATIONAL EDUCATION INFORMATION SERVICES

85.

INDEXING FORM

1. (INNU) IN 760002 Report type Final ED _____
2. AUTHOR(S): Broadbent, James
(AUTH) _____
3. TITLE: Vocational education student
(TITL) job placement and follow-up.
4. AGENCY: Schools Department, Sch. 12,
(AGCY) Ellen, Ind.
5. DESCRIPTORS: Job analysis
(DESC) Job market
Job placement
School industry relationship
Task analysis
Vocational follow-up
6. IDENTIFIERS: _____
(IDEN) _____
7. YEAR: FY76
(YEAR)
Dates: Oct. 1, 1976 to Sept. 30, 1977
8. STATE GRANT NUMBER(S):
(GRNT) 14-76-D-6
9. MONIES:
(MONY)
Law Part: D
Local \$ 4,400
State-fed \$ 5,070
Total \$ 9,470
10. POPULATIONS:
(POPL)
Target: 117,134
Research: _____

Example: General report
VOCATIONAL EDUCATION INFORMATION SERVICES

INDEXING FORM

1. (INNU) IN <u>000157</u>	Report type _____ ED _____
2. AUTHOR(S): <u>Jones, David R</u> (AUTH) _____	6. IDENTIFIERS: <u>Massachusetts</u> (IDEN) _____
3. TITLE: <u>Vocational education in</u> (TITL) <u>Massachusetts.</u>	7. YEAR: <u>1973</u> (YEAR) Dates: _____ to _____
4. AGENCY: <u>Massachusetts State</u> (AGCY) <u>Department of Education,</u> <u>Boston.</u>	8. STATE GRANT NUMBER(S): (GRNT) _____
5. DESCRIPTORS: <u>Vocational education</u> (DESC) <u>State programs</u> <u>State boards of education</u>	9. MONIES: (MONY) Law Part: _____ Local \$ _____ State-fed \$ _____ Total \$ _____
	10. POPULATIONS: (POPL) Target: _____ Research: _____
90	91

1. (INNU)

IN

The IN number is the number assigned to the services collections. The IN number is a locating device. It allows documents to be both shelved and retrieved in a recognizable order. The IN number is a six-digit number with an IN prefix (e.g., IN 000 758) which is assigned in sequential order as a document is cataloged.

General reports will be numbered using a Bates Numbering Machine. The number on the machine is the one to use with the document in hand. Once you have stamped the number on the indexing form and the document which you are cataloging, press the lever to advance the number sequence one digit. Then the next time the machine is used, the user will have an unused number. It is important to always follow this sequence, number and then advance the sequence, otherwise there may be duplicate numbers or numbers missing from the sequence. A never-used number should always be left on the machine for the next user.

SBVTE-funded projects will also have IN numbers. However, it is important from a users point of view, to keep projects from the same fiscal year shelved together. To achieve this shelving arrangement with a randomized numbering scheme, the first two digits of the IN number will be the fiscal year in which the project was funded. For example, a project funded in 1976 might have an IN number IN 760 023 and a project funded in 1978 might have IN 780 003.

In order to make sure that two projects from the same fiscal year are not assigned the same IN number by cataloger/indexers, a master list of IN numbers is available. This list contains a sequence of numbers for each fiscal year. When you begin to catalog a project, ascertain the fiscal year of the project, consult the master list, and assign the first available number for the correct fiscal year. Then cross out the number you have used. The next project cataloged from that fiscal year will then be assigned the next number on the list and it will be crossed out in turn.

Example of IN master list for SBVTE-funded projects:

FISCAL YEAR 1977~~IN 770001~~~~IN 770002~~~~IN 770003~~~~IN 770004~~~~IN 770005~~~~IN 770006~~~~IN 770007~~

Use this number
and then cross out

>

IN 770007

IN 770008

IN 770009

IN 770010

IN 770011

Report type

Different documents resulting from one SBVTE contract will all be given the same IN number. Therefore, to differentiate proposals from final reports from products, this item must be completed for all SBVTE-funded projects. If there is more than one product, they should be labeled as product A, product B, etc. This will allow all documents from one project to be shelved together and listed together in a print-out, but to be differentiated from each other. Acceptable categories of report type are:

- final
- interim
- proposal
- product

ED

SBVTE-funded projects with ED numbers should be cataloged and indexed as usual. However, the ED number should be written in the appropriate blank on the indexing form.

example: IN750023 Report type final ED125478

For those state projects which have been indexed by ERIC, the indexing, cataloging and abstracting information established by ERIC and published in R.I.E. should be used to establish VEIS cataloging and indexing. The work has been done by ERIC, use it.

2. AUTHOR(S) (AUTH)

The entry(ies) in this field should be the name(s) of the person(s) who performed the research, wrote the report, or initiated the proposal. If the personal author(s) is (are) not clearly identified by a word such as "Author(s)" or "By", the entry should be determined by selecting a name(s) from the cover, title page, or elsewhere in the report, in the following order of precedence:

- (1) Unaccompanied by any qualifying words, but by location, may be assumed to be the author(s) of the document.
- (2) Identified as the person(s) preparing the document.
- (3) Identified as compiler(s) or editor(s).
- (4) Identified as person(s) submitting the document.
- (5) Identified as the principal investigator(s).

Unless there are other indications that the individual is, in fact, a personal author, omit the author entry if the only person identified is: the project manager; the director or chairman of the group doing the work; the school district superintendent; or the school principal. For example, a superintendent whose name/title automatically appears on the cover or title page of every publication of a school system, should not be interpreted as being the author of an otherwise anonymous publication. Leave the field blank if no author is identified.

Rules for Entering Personal Authors

Enter personal author names in full (to the extent available), with the last name first, followed by a comma, space, the first name (or initial), space, and the middle initial (or initials, or name). If only initials are available from the document, use the two initials. DO NOT attempt to research a first name.

Omit titles, degrees, and other honorifics. However, in the case of religious order bynames, when that is the only name available, add the vernacular title to the byname, e.g., Mary Jeremy, Sister.

• Omit names of translators.

• If the "author(s)" are identified as editor(s) or compiler(s), add a comma and the abbreviation(s), "Ed." or "Comp.", as appropriate.

• DO NOT use brackets to identify supplied information or set off editor or compiler notations.

• No more than three entries are permitted.

• If there are more than three (3) authors, the first entry should be the principal author, and the second should be "And Others."

Examples of Author Entries

Single Author

AUTHOR(S): Harmon, Edward J.
(AUTH) _____

AUTHOR(S) Mary Jeremy, Sister
(AUTH) _____

Two (2) Authors

AUTHOR(S): Burns, James F. ;
(AUTH) Harris, Walter T.

Four (4) or More Authors

AUTHOR(S) Stander, Lewis M. ;
(AUTH) _____

And Others

Editor Entries

AUTHOR(S): Wilson, Jon F., Ed.
 (AUTH) _____

AUTHOR(S): LaFevre, Louise V., Ed.;
 (AUTH) _____
Morris, Sheldon W., Ed.

Compiler Entries

AUTHOR(S): Davis, Harriet A., Comp.
 (AUTH) _____

AUTHOR(S): Aaronson, Jeanette K., Comp.;
 (AUTH) _____
Healy, George, W., Comp.

3. TITLE (TITL)

The Title Field will contain the complete title of a document, including alternative title, subtitle, and other associated descriptive matter usually found preceding the author, edition, or imprint statement on the title page. Subtitles and other descriptive matter are described below, with specific rules for their transcription.

Main Title

The complete document title, as found on the title page, is entered. If the title page of the document is lacking, the cover title must be used as a second choice. In the case of the somewhat informal report literature, the cover and title page are frequently the same piece of paper, in which case there is no problem. However, it also happens on occasion (because of this same informality) that the title appearing inside the document (for example, at the top of the first page of text) varies from the title appearing on the outside cover of the document. In these cases, the cataloger must decide whether the outside cover should in fact be considered the official title page. This will usually depend on the extent of other bibliographic data presented on the page, e.g., Author, Institution, Date of Publication, etc. If the cover does include most of the important data, and is obviously the determinant of the way the document is likely to be known and identified, then there is no problem. However, if the cover is clearly a brief non-substantive eye-catcher, at variance with an internal fully descriptive title, then the standard library practice of relying on title page over cover should be followed. This question of cover vs.

title page is not an easy one and guidelines are difficult because of the large number of troublesome variations that can be met with. A helpful discussion of title-selection problems can be found in the *Anglo-American Cataloging Rules*. A typical example of a title is shown below:

TITLE: Creative Involvement With The Media
 (TITL) _____

Fabricated Title

If no title can be found, it may be fabricated on the basis of an examination of the document. The table of contents, chapter headings and conclusions can be helpful in supplying a title. When a title is fabricated, it MUST be enclosed in brackets. An example is shown below:

TITLE: [NUEA Correspondence Study, A Survey Questionnaire and
 (TITL) Summary of Replies]

Subtitle

The subtitle is considered a part of the title and transcribed in the entry in the same manner as the title proper. A subtitle preceding the title on the title page is transposed to follow the main title. Care must be exercised not to interpret a series statement or other data at the head of the title as a subtitle.

A semicolon is generally used to separate title from subtitle or alternative title although a comma, a colon, or a period may be used. The colon can be used if there is doubt as to whether there is in fact a subtitle or whether the entire statement should be considered to be the title proper. Punctuation of the title is often a subjective process largely dependent on how the cataloger interprets the title. The general rule for recording of the title, as given by the *Anglo-American Cataloging Rules*, is "The title...is transcribed exactly as to order, wording, spelling, accentuation, and other diacritical marks (if possible) but not necessarily as to punctuation and capitalization." A title-subtitle example is shown below:

TITLE: Computer-Aided Research in Machine Translation D199; A
 (TITL) Parsing Procedure for a Vector-Symbol Grammar of Russian.

Report Statement

Information relating to the type of report, and data such as volume and part numbers, are considered as part of the title and are entered as shown in the following examples:

TITLE: Essex County College Cost Fact-Finding Committee. Final
(TITL) Report.

TITLE: A Study of Innovations in California Junior College Evening
(TITL) Divisions. Part III.

TITLE: Mexican-American Study Project. Revised Prospectus and
(TITL) Interim Report.

Series Title

A series is a number of separate works issued in succession, and related to one another by the fact that each bears a collective title (generally appearing at the head of the title page). They are normally issued by the same publisher or institution, in a uniform style, and are frequently in a numerical sequence. A document issued in several parts or volumes with the same title is NOT considered a series.

The series title should generally be entered following the specific title of the document. Care must be exercised in distinguishing it from other descriptive information relating to the document.

The series statement includes: the distinctive collective title; and, in a numbered series, the number of the particular document, as in the examples below:

TITLE: A Report on the Low Ability Student at Miracosta College.
(TITL) Student Personnel Studies, Section G.

TITLE: Facilitating Learning and Individual Development, Toward
(TITL) a Theory for Elementary Guidance. Minnesota Guidance
Series.

Multi-Volume (Part) Documents

If a document is issued in several parts or volumes under one title, enter under the main title and add the part or volume number and the distinctive title of the document, as in the example below:

TITLE: A Potpourri of Ideas for Teachers of the Mentally Retarded.
(TITL) Volume II, The Practical Arts.

Foreign Language Documents

If a document is printed in a foreign language, enter the Main Title in the language of the document. Enter the English translation in parentheses following the foreign title, as in the following example:

TITLE: Lecciones de Quechua. Primer Nivel, Segundo Nivel (Quechua
(TITL) Lessons. First Level, Second Level).

Conference Proceedings

When the entire proceedings of a conference, workshop, seminar, etc. are entered, the title should be taken verbatim from the title page, except that the number of a conference appearing in the title should be removed from its position and placed in parentheses after the title, as shown in the following example:

TITLE: Summary of the Proceedings of the Working Conference on
(TITL) Language Development in Disadvantaged Children (3rd).

When the data and/or place of the conference also appear in the title, or are clearly indicated on the title page, they should also be removed and included in the parentheses in the order: number; place; date, as shown in the following example:

TITLE: Proceedings of the Annual Foreign Language Conference
(TITL) (31st, New York University, November 13, 1965).

Congressional Documents

Hearings and Reports of the Senate and House of Representatives and their Committees should include in the Title field information as to the number and session of the Congress, as shown in the following example:

TITLE: Higher Education Amendments of 1971. Hearings before the
(TITL) Special Subcommittee on Education of the Committee on
Education and Labor, House of Representatives, Ninety-
Second Congress, First Session, Part 1 and 2.

4. AGENCY (AGCY)

The corporate author or institution is the agency source of the document. Governments and their agencies, societies, institutions, universities, schools, firms, foundations, and those conferences which are clearly indicated as incorporated will be entered as corporate sources when they, as corporate bodies, are responsible for the production or issuance of a document. The entry of a corporate source indicates responsibility for the issuance of the document; it is not to be confused with the author's address, i.e., the personal author's

corporate affiliation is not necessarily equivalent to the corporate source. This issue arises most frequently in the case of personal speeches or conference presentations. No institutional source should, for example, be cataloged for a conference paper written by John Doe of Indiana University when there is no indication that the release of the paper was formally controlled or supported by the University.

Agency source names should not necessarily be entered exactly as they appear on the document. In order to be able to retrieve documents by the source names, they must always be entered the same way. To establish the correct form of entry for an agency source name, the indexer must refer to the guidelines presented in the corporate author section of the COSATI *Standard for Descriptive Cataloging of Government Scientific and Technical Reports*, pages 2 through 13. If the COSATI report does not answer a question, the *Anglo-American Cataloging Rules* may also be followed. It is important to follow these established guidelines so that different indexers will establish similar names in the same way.

To avoid entering agency names in different ways and to lessen the amount of time an indexer must spend establishing the correct forms for agency names, an agency source file will be maintained. (Once the computerized system is established and running, this file may no longer be necessary.) This file will contain the correct form of entry for each agency that has been cataloged. Once the indexer establishes a new agency name s/he must enter that name on a 3 by 5 card and file it alphabetically into the agency source file.

The following steps should be taken when filling in the agency source part of the indexing form:

1. Check the agency source file. If that agency name has already been established, enter the name on your form as it appears in the file.
2. If the agency does not appear in the file, establish the name by following the COSATI guidelines for corporate authors. If you have trouble deciding the proper entry, check the R.I.E. Institution Indexes. ERIC may have already used the agency name and the name as established by ERIC is acceptable to VEIS.
3. Once you have established a new agency name, prepare a 3 by 5 card with that name. Prepare any cross references that may be necessary for the file. File the card and any cross reference cards you may have made in the agency source file.

5. DESCRIPTORS (DESC)

The descriptor section of the form is reserved for the entry of terms which appear in the *Thesaurus of ERIC Descriptors*. Terms which do not appear in the *Thesaurus* must be entered as Identifiers.

Instructions for assigning descriptors appear in Chapter 4 of this manual. Only eight (8) descriptors can be assigned to any one document.

6. IDENTIFIERS (*IDEN*)

This section of the form is provided for additional subject indexing terms which may be required to fully index the document, but which are not appropriate for inclusion in the *Thesaurus*. Such indexing terms include: Project Names (e.g., Project Head Start); Legislation (e.g. Economic Opportunity Act); Geographic locations and other subject terms which are proper nouns. The use of identifiers for indexing documents is OPTIONAL. It is not required that an identifier be assigned to every document. They should only be used when they will add substantially to the quality of the indexing. See Chapter 4 of this manual for when to assign identifiers.

When the identifiers are used, it is important that identifiers always be entered in the same way. At the back of this manual is a copy of a list of commonly used ERIC identifiers. You will note that there is no punctuation except parentheses in this list of identifiers. VEIS identifiers will follow the ERIC format. If an identifier which you need is in the ERIC identifier list or the subject indexes of R.I.E., it should be entered exactly as ERIC has used it. If you can not find an identifier, then you must create one. In the case of names of organizations which are known by acronyms or initialisms, enter them twice in the identifier field, once with the name spelled out in full and once using the initials, without periods.

Example: IDENTIFIERS:
 (*IDEN*) Indiana Curriculum Materials Center
 ICMC

To establish names or organizations which need qualifiers, place the qualifiers in parentheses. Do not use any punctuation except parentheses.

Example: IDENTIFIERS:
 (*IDEN*) White (Thomas R)
 Saint Marys College (Notre Dame)
 Saint Marys College (Winona)

Once you have established a proper entry for an identifier, you must make a record of it for the identifier authority file. Write the proper entry on a 3 by 5 card and file it alphabetically in the identifier authority file. This file should be consulted before you establish a new entry to verify that it has not been used previously. If it has already been used, follow the originally established format for the name.

Reviewing the steps to take when filling the identifier part of an indexing form:

1. Check the identifier authority file for the entry you are adding. If it has been established in the file, use it as it has been used in the past.
2. If the identifier does not appear in the file, establish the form, using the ERIC authority list appended to this manual, the subject indexes to R.I.E., and/or the examples cited above to establish the correct format.

3. Once you have established a proper form for the identifier, prepare a 3 by 5 card with that identifier. File the card in the identifier authority file.

7. YEAR (YEAR)

General reports need the year of publication written out in four digits, e.g. 1977. If the year of publication is not on the document, guess the decade and follow it with a question mark, e.g. 1970?

If you are indexing and cataloging one of the general reports, this is all the information that you need. If, however, you are working with Indiana projects, you must complete the remainder of the indexing form. Directions for indexing Indiana projects follow.

SBVTE-funded projects require the fiscal year the project was funded on the first line. The fiscal year should be entered as a two-digit number (the last two digits of the year) preceded by FY for fiscal year.

Example: FY77

The fiscal year is always a part of the State Grant Number, section 8 of the chapter, and is explained more fully in that section.

Dates

In addition to fiscal year SBVTE-funded projects must also have the dates for which the project was funded. Projects run only for a specified, limited time period. The indexer must verify the time period for which the grant was funded. This information is usually on the proposal abstract page. If you do not have the proposal abstract, check the budget page of the final report, the SBVTE log which is filed in the librarian's office, or the text of the report to establish funding dates. The current, official, fiscal year runs from Oct. 1 to Sept. 30 and is now the most common funding span. If you can find no verification of the funding dates anywhere, use the fiscal year as the funding date.

When filling out the funding dates, enter the month, the day, and the year. If the day of the month is unclear, use the first day of the month for the beginning date and the last day of the month for the ending date. The accepted abbreviations for the 12 months and the number of days in each month follow:

January	Jan.	- 31 days
February	Feb.	- 28 days, except 1972, 76, 80, 84 then 29
March	Mar.	- 31 days
April	Apr.	- 30 days
May	May	- 31 days
June	Je.	- 30 days
July	Jy.	- 31 days
August	Aug.	- 31 days
September	Sep.	- 30 days

October	Oct.	- 31 days
November	Nov.	- 30 days
December	Dec.	- 31 days

Example: Dates Oct. 1, 1977 to Sept. 30, 1978

8. STATE GRANT NUMBER(S) (GRNT)

This is the number assigned by the SBVTE to each individual grant or contract. The number comprises three or four parts separated by hyphens. The meaning of the parts and their order has been changed numerous times since 1973 so it is impossible to describe each variation exactly, but most of the grant numbers have the following parts, in some order.

A. In-house number: The first identifiable part of a contract number, is the individual number assigned by the SBVTE to a contract. This number is usually one or two digits and changes sequentially from one contract to the next in the same year.

Example: 13-76-C-6 the 6, 7, and 8 are
 13-76-C-7 the in-house numbers
 13-76-C-8 for these grant numbers.

28-78-III-1 the 28, 29, and 30 are
 29-78-III-5 the in-house numbers
 30-78-III-23 for these grant numbers.

B. Fiscal year: The fiscal year is always represented by a two digit number (e.g. -76, -77, -78) somewhere in the grant number. In the first group of examples cited above, the fiscal year is 1976, in the second it is 1978.

C. Monies part: In the 1968 federal vocational amendments, the different parts of the law were identified by alphabetic characters. Part C was for research and exemplary projects and Part D was curriculum. When either C or D appears in a grant number, it represents which part of the law the money for the grant came from.

Example: 40-76-D-13 these 1976 projects
 40-76-D-14 were funded under
 40-76-D-15 Part D monies (curriculum)
 under the 1968 amendments.

13-75-C-3 these 1975 projects
 13-75-C-4 were funded under Part C
 13-75-C-5 monies (research and
 exemplary) under the 1968
 amendments.

In the 1976 vocational amendments the parts were changed to roman numerals which were subdivided by numbered sections. Subpart III of the 1976 amendments has six sections. These sections are:

- 131 -- research projects
- 132 -- exemplary projects
- 133 -- curriculum development projects
- 134 -- guidance projects
- 135 -- professional development projects
- 136 -- sex stereotyping projects

For those projects funded since the 1976 amendments, the roman numeral in the grant number indicates the subpart of the law. On projects from 1978 on, (and some in 1977), the section of the law is also indicated and appears as the final digit(s) of a grant number. Only the last digit of the federal section number is used and thus:

- 1 = research
- 2 = exemplary
- 3 = curriculum
- 4 = guidance
- 5 = professional development
- 6 = sex stereotyping

Example: 28-78-III-1 this project was funded
in 1978 under subpart III,
section 131 (research).

29-78-III-35 this project was funded
in 1978 under subpart III,
sections 133 & 135 (curriculum
and professional development).

Occasionally projects have more than one grant number or final reports or products for more than one project are published as one volume. When this occurs, record all grant numbers.

9. MONIES (MONEY)

Law Part

Law Part refers to the part of the law under which the grant was funded. For grants funded under the 1968 amendments the part will be C or D and those funded under the 1976 amendments it will be a roman numeral and a numerical subsection. For a more detailed explanation, see section 8. STATE GRANT NUMBER in this chapter.

To fill out this section for grants funded under part C or D money, enter the letter(s) on the appropriate line. If it is funded from both C and D, enter both, separated by a comma.

Example: Law Part: C,D

To fill out this section for grants funded under the 1976 amendments, enter the roman numeral, followed by a comma, followed by the appropriate section(s) if they are in subpart III. If there is more than one section

involved, separate them by commas. If the grant is not funded from subpart III, enter only the roman numeral part number.

Example: Law Part: III, 132
 Law Part: III, 131, 133
 Law Part: IV

Local, State-fed, and Total Monies

Local, State-fed, and total monies are the amounts of money spent on a particular project. The information about money may be found on the budget page, the proposal abstract, or the State Board log.

a. Local is the monies contributed to the project by the organization receiving the grant.

b. State-fed is the monies contributed to the project by the SBVTE. These can be both state and federal dollars.

c. Total is the combined total of local and state monies. This figure is what the project cost.

10. POPULATIONS (*POPL*)

There are two types of populations which may be involved in a project. They are target population or research population.

Target Population

Target population is the group(s) of people the project is intended to serve. Depending on the project this can be any single group, like high school students or numerous combinations of groups. Following the title page on most final reports is a cover sheet on which project personnel check which groups are target groups for the project. This sheet may be taken as a guideline but should not be depended on for the total target group information. Our list of target groups is more comprehensive than the one supplied by the state and project personnel do not always understand the information asked for on this cover sheet.

Research Population

Research population is the group which is used as a sample in those projects which contain research. For example, in a manpower needs study which surveyed local employers, the research population is employers.

The research and target populations may be the same for a particular project, but in most cases they will be different. In either case, both populations

should be listed. The following is the list of acceptable target and research populations:

Target Population	Research Population
101 . Bilingual	201
102 . Disadvantaged	202
103 . Displaced homemaker	203
104 . Ethnic or racial minority	204
105 . Handicapped	205
106 . Migrant	206
107 . Sex bias	207
108 . Combination of above	208
109 . Other special group	209
111 . Administrator	211
112 . Citizen	212
113 . Counselor	213
114 . Employee	214
115 . Employer	215
116 . Parent	216
117 . Student	217
118 . Student Teacher	218
119 . Teacher	219
120 . Combined School personnel	220
121 . Other population	221
131 . Preschool	231
132 . Elementary	232
133 . Middle Grades (6-8 or 9)	233
134 . High School (9 or 10-12)	234
135 . Post secondary (2 year or less)	235
136 . College (4 year degree)	236
137 . Graduate school (5th year or more)	237
138 . Adult	238
139 . Older adults (over age 60)	239

Research and/or target populations should be assigned separately. Use the spaces labeled special groups, population status, and age/grade level. Write only the number of the population group. Assign all groups necessary to describe the population.

The population groups will be post-coordinated for retrieval purposes. Therefore a project which assesses employment opportunities for handicapped vocational education students would need the following population groups:

Target: 105, 117, 134, 135

Research: 215

4. INDEXING

I. INTRODUCTION

Items entered into an information system must be accessible. Access points may be virtually any of the fields of data recorded for the items, e.g., personal author, title, report number, contract number, corporate source, publisher, accession number, subject, etc. The development of the various non-subject data fields is usually called "Descriptive Cataloging"; the development of the subject-oriented data fields is usually called "Subject Indexing". This Section is concerned with the latter, establishing access to documents by their subject matter.

An indexer establishes subject access to the items in a collection. This can be done in various ways: (1) Assignment of conventional library "Subject Headings", as can be found on Library of Congress printed catalog cards; (2) Assignment of the item to a position (identified by number) in a classification scheme, such as the Dewey Decimal Classification; (3) Identification of key words (as opposed to trivial words) in the title (and perhaps abstract) of the document; (4) Assignment of index terms other than the conventional library type e.g., these are called variously "tags", "descriptors", "unit terms", etc.

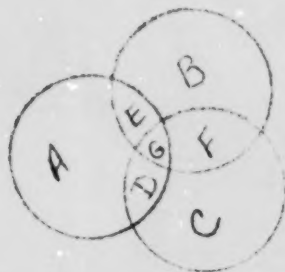
At VEIS, the indexing system is of this fourth type. The principal index terms are called Descriptors and the techniques followed are generally those that have been developed over the years under the rubric "Coordinate Indexing". It is not the task of this Section to discuss all types of Indexing. It is necessary, however, to spend some time on the nature of, and rationale behind, Coordinate Indexing.

Coordinate Indexing

Coordinate Indexing arose from the need to perform indexing in depth. The report literature that began to burgeon in the 1940's could not be adequately characterized, in terms useful for working scientists and technicians, via two or three library subject headings affixed to 3 x 5 catalog cards. Those working with the report literature desired rather to attach a term or tag to every significant concept in the report. This often involved 10-20 concepts. The possible combinations in subject heading form would have been prohibitive. The solution arrived at was to eliminate the relationships between concepts and rely on unit concepts. The relationships are then picked up or re-constructed by combining several terms in the search procedure. The assignment of index terms which are meant to be put together or coordinated at the time a search is conducted is called "Coordinate Indexing" because the searcher must coordinate the Index terms to arrive at the desired result.

The entire justification for the indexing process lies in the retrieval/searching process. It is important, therefore, for the indexer to understand how searches are conducted. It is a standard admonition to indexers for them to put themselves in the shoes of the searcher.

The strategy used in searching in a coordinate indexing system is generally based on set theory and Boolean logic. Drawn below is a Venn diagram consisting of three overlapping circles, which we call A, B, and C. The areas of overlap of two circles we call D, E, and F, and the overlap of all three we call G.



A= Teaching methods
B= Vocational education
C= Disadvantaged

D= (A and C) not B
E= (A and B) not C
F= (B and C) not A
G= A and B and C

Let us suppose that Circle A represents the reports in our collection indexed by the descriptor TEACHING METHODS, Circle B those indexed by VOCATIONAL EDUCATION and Circle C represents those indexed by DISADVANTAGED. The areas of overlap D, E, and F, then represent those documents indexed by two of the Descriptors. In phrasing a search question concerning material on methods of teaching vocational education to the disadvantaged, the searcher might say he wants those documents indexed by both the terms TEACHING METHODS and DISADVANTAGED, which are those documents in Areas D and G. Or the searcher might ask for documents indexed by TEACHING METHODS and either DISADVANTAGED or VOCATIONAL EDUCATION. This would be those documents in Areas D, E, and G. If the searcher decided to look at documents indexed by TEACHING METHODS and VOCATIONAL EDUCATION but not in the area of the DISADVANTAGED, this would be those in both A and B but not in C, resulting in Area E only, excluding area G. A search for items indexed by all three of the terms TEACHING METHODS, DISADVANTAGED, and VOCATIONAL EDUCATION would restruct itself to Area G. All combinations are based on the Boolean logical operators AND, OR, NOT. "AND" indicates those things common to two or more groups, "OR" those things in two or more groups, whether or not in common, and "NOT" those things not in a particular group or groups.

As can be seen, searching in this way quickly gets complicated and requires special assisting devices such as "double-dictionaries", Uniterm cards, or computers to help make the coordinations. Manual searching can conveniently coordinate only two terms.

Terminology in Coordinate Indexing

In discussing Coordinate Indexing it is important to have available the standard terminology that has developed.

1. Pre-Coordinated Term--

A concept that is prevalent enough in a given system to warrant representation by a single unique term rather than by terms representing its several components. For example, the *ERIC Thesaurus* contains both the single terms TEACHERS and ATTITUDES. The concept "Teacher Attitudes" could be represented by the assignment of these two separate terms. However, this concept appears frequently enough to warrant precoordinating the terms (that is, at indexing time, prior to searching) into the single useful index access point TEACHER ATTITUDES. The *ERIC* system uses precoordinated terms both on the basis of utility, as indicated above, and in order to have maximally useful terms appearing in its printed indexes, which are manually searched. (Please note that a complex concept, represented by a multi-word precoordinated term, can still itself be post-coordinated at search time to form an even more complex concept.)

2. Post-Coordination--

This refers to the action, after (or post) the indexing process, of coordinating two or more terms to make up the desired concept. For example, rather than develop the distinct concept "Italian Speakers" or "Italian Speaking" into a single pre-coordinated term, it might be decided to rely on post-coordination of the two separate terms ITALIAN and NATIVE SPEAKERS.

3. False Drops--

In a coordinate indexing system terms are often assigned to a document that can go together, but are not meant to. A retrieval based on such an unintended coordination is called a "false drop". For example, a document could be indexed by the terms ACTIVISM, STUDENTS, and TEACHERS. The document dealt with "student activism", but a search aimed at "teacher activism" might retrieve it as a "false drop".

II. INDEXING FOR VOCATIONAL EDUCATION INFORMATION SERVICES

The purpose of indexing for VEIS is to provide subject access to the documents held by the service. The indexer examines the document, chooses the concepts to be indexed, and translates these concepts into the indexing terminology of the system. A modified coordinate indexing approach is used and the controlled vocabulary or authority list containing the index terms that may be used is the *Thesaurus of ERIC Descriptors*. The *Thesaurus* lists all terms that can be used by the Indexer, together with a display of terms, Broader, Narrower, or Related to the given term. Cross-References are made from Synonyms, or other terms not to be used, to authorized index terms.

The Nature of Vocational Education Literature

Thousands of different job skills can be taught. The field of vocational education, therefore, comprises many subjects and is often dependent on or derived from work that is basically in other disciplines. The literature of vocational

education takes many forms. VEIS deals with documents regardless of format, e.g., research reports, journal articles, speeches, papers presented at meetings, state-of-the-art surveys, statistical compilations, teacher guides, reviews, government hearings and legislation, curriculum materials, bibliographies, newsletters, etc. The methods of inquiry used in these variations vary from the rigidly empirical to the philosophically discursive. The literature of vocational education is multifaceted in nearly every sense: the topics, the approaches and methods, the formats, and the users for whom the literature is intended.

The Nature of the User Groups

The users of any information system may be divided into two main groups: (1) the researchers, scholars, teachers, laymen, etc., in the field and external to the system; (2) the information specialists, librarians, document processors, etc., employed by components of the system and internal to it.

The inside users have various requirements to tap the VEIS file. They answer reference inquiries, they search and prepare bibliographies for clients, they prepare information analysis products (IAP's) and other publications. Working in the same environment as the indexers, it is relatively easy for the internal users of the system to provide feedback to the indexers as to access points that are needed and that the indexer should provide whenever relevant.

The heterogeneous external group of users covers the entire spectrum from ultra-sophisticated and scholarly basic research activities to the applied sector occupied by administrators, teachers, legislators, etc. Indexers must keep in mind these various groups and not slant their indexing solely toward one class or level of user. VEIS indexing must satisfy the needs of both generalists and specialists, both the untrained lay public and the trained member of the educational community. The indexer must strive to strike a balance between "over-indexing", which can create "red-herrings" for searchers, and "under-indexing", which can effectively hide a document from potential users. Feedback from external users to indexer is often difficult to obtain, but can be extremely valuable as an indicator both of access points needed by the field and new index terms that should be added to the *Thesaurus*.

III. INDEXING TOOLS

There are several publications which are either necessary or very helpful for the indexer to consult during the indexing process.

The Thesaurus of ERIC Descriptors

A *thesaurus* is a specialized, controlled vocabulary used for the input and output process in an information retrieval system. It is specialized because it usually encompasses a specific area of knowledge or interest. In the case of ERIC, the field is education. A *thesaurus* is controlled because only the terms used in it may be applied as indexing terms. While there may be several terms which could describe a concept, there will be only one term used in the *thesaurus* to describe that concept. For example, females, women, girls, gals, ladies all refer to the same concept. They do have different levels of use and some are more formal than others, but they all convey the same meaning. The term used in

the *ERIC Thesaurus* for this concept is FEMALES. This word was chosen not because it is any better or more correct than the others, but because the *thesaurus* developers considered it the broadest concept and because it was probably the term most often encountered in the literature.

All Descriptors used by an indexer must be in the *ERIC Thesaurus*. The *Thesaurus* is the major reference used by the indexer in translating the concepts found in the document into terminology acceptable by the system. The *Thesaurus* is the authority list mechanism which provides control over the indexing vocabulary and helps to ensure consistent use of terms throughout the system. The *Thesaurus* lists all terms which have been formally accepted by the system. Terms which are ambiguous or unusual are provided with definitions/scope notes. Cross-references are made from Synonyms, or terms not to be used, to the approved word forms. Each main term carries with it class memberships (generic relationships) in the form of terms thought to be "Broader" and terms thought to be "Narrower" than the given term. Other types of relationships are noted via the display of "Related" terms. The *Thesaurus* serves both the indexer and the searcher. It brings to the attention of the indexer those terms which might be employed in making a search for the document and it brings to the attention of the searcher those terms which might have been employed by the indexer in describing documents pertinent to the searcher's question. The structured nature of the vocabulary is intended to guide both sets of users toward similar conclusions and actions. A thorough knowledge of and familiarity with the *Thesaurus* is required of all indexers.

Relationships and definitions

1. Use and UF--

The Use reference is used in a variety of ways. It may indicate a preferred usage:

competency based education
USE PERFORMANCE BASED EDUCATION

It may cross-reference an abbreviation:

CAI
USE COMPUTER ASSISTED INSTRUCTION

It may indicate that a more specific topic is subsumed under the general topic:

Midtwentieth Century Literature
USE TWENTIETH CENTURY LITERATURE

All USE references have a reciprocal UF (use for) reference listed under the descriptor:

PERFORMANCE BASED EDUCATION
UF Competency based education

COMPUTER ASSISTED INSTRUCTION
UF CAI

TWENTIETH CENTURY LITERATURE
UF Midtwentieth Century Literature

In addition to their role as cross-references, these UF references can be helpful in defining the descriptor and establishing how it has been used.

2. Scope Notes (SN)

Scope notes are used to define terms or limit their use, particularly when the descriptor might be ambiguous or have more than one meaning.

OCCUPATIONAL HOME ECONOMICS
SN Preparation for gainful employment
in occupations using home economics
knowledges and skills.

SUPERVISED FARM PRACTICE
SN Experience under school
direction related to classroom
instruction.

3. Narrower Term (NT) and Broader Term (BT)

The NT and BT notations are used to indicate the existence of hierarchical relationships among descriptors. The hierarchical relationship is structured using the concept of "class membership" and thus defines the searching applications. Narrower terms, which follow the NT notation, are types or smaller parts of the concept which is the main entry:

VOCATIONAL EDUCATION
NT ADULT VOCATIONAL EDUCATION
AGRICULTURAL EDUCATION
BUSINESS EDUCATION
etc.

In this example the three NT's belong to the same class as vocational education but are a lower level of the hierarchy. Each NT reference requires a reciprocal BT reference:

ADULT VOCATIONAL EDUCATION
BT VOCATIONAL EDUCATION

AGRICULTURAL EDUCATION
BT VOCATIONAL EDUCATION

BUSINESS EDUCATION
BT VOCATIONAL EDUCATION

4. Related Term (RT)

The terms following the RT have a close conceptual relationship to the main entry term, but not the direct class relationship of BT/NT terms. Part-whole relationships, near synonyms, and other conceptually related terms, which might be helpful to the user, appear here. Two examples of an RT entry are given below to emphasize that the RT relationship is two-sided.

OCCUPATIONAL TESTS
RT JOB SKILLS
PERFORMANCE TESTS
VOCATIONAL COUNSELING

VOCATIONAL COUNSELING
RT ADULT COUNSELING
CAREER PLANNING
JOB PLACEMENT
OCCUPATIONAL GUIDANCE
OCCUPATIONAL TESTS
OCCUPATIONS
VOCATIONAL ADJUSTMENT

RT entries provide the collateral word relationships that would not be apparent if the indexer thought only in terms of hierarchical scheme. The relatively close relationships indicated by RT entries help to alert indexers to other usable index points beyond the main entry term and to lead searchers to other terms which might be effective in retrieving relevant information. RT entries may also be used to clarify the scope or meaning of a main entry by showing the context in which the term should be interpreted.

Summary of Thesaurus Components

- SN: Scope notes are brief definitions or statements of intended usage for descriptors.
- USE: Cross-reference synonyms or near synonyms.
- UF: Mandatory reciprocal of the USE reference.
- BT: Broader and narrower term references indicate a class relationship
- NT: between terms.
- RT: Related term references indicate conceptually related terms, but ones which are in a different hierarchy.

Formats

The Thesaurus is available in four formats (four "cuts" of the same basic data) each providing the indexer with a different way of entering the Thesaurus

and moving through it to find the exact terms to use in indexing.

1. The Alphabetic Display presents all terms, including Synonyms, alphabetically (letter-by-letter, ignoring spaces), together with definitions and complete cross-reference structure.
2. The Rotated Descriptor Display provides a permuted alphabetical index to all significant words that form Descriptors in the *Thesaurus* (Synonyms are not included). In other words, PASS FAIL GRADING appears under PASS, under FAIL, and under GRADING. This display is useful in determining all usages of a particular word in the *Thesaurus*, without respect to its position in a phrase or multiword Descriptor. It tends to group related terms whereas they may often be separated in the main alphabetic array, thus aiding indexers in performing a more complete search of the *Thesaurus* and search analysis in translating their inquiry into the language of the system.
3. The Two-Way Hierarchical Term Display presents an array of generic tree structures arrayed by all the "Broadest Terms" in the *Thesaurus*, i.e., all the terms that carry "Narrower Term" cross-references under them, but no "Broader Term" cross-references above them. (Terms having no BT-NT structure at all are also considered "Broadest Terms"). Under each "Broadest Term" the particular generic tree involved is carried to its farthest extreme. Generic subordination (or class membership) is indicated via indentions, e.g.,

```

LANGUAGES
. AMERICAN INDIAN LANGUAGES
.. NAVAJO

```

This hierarchical display can be useful to the indexer in finding the most appropriate level of specificity of which to index a document.

4. The Descriptor Group Display arranges each of the approximately 5,000 Descriptors in the *Thesaurus* into one (and only one) of 52 broad categories. The display shows each of these categories together with alphabetic arrays of the terms that have been assigned to each. The display is provided for browsing and easy scanning of large numbers of Descriptors that may be of interest within a given area. It is meant to provide suggestions and to be of general assistance to those using the *Thesaurus* for indexing, searching, and the structuring of new Descriptors. It is not a formal classification scheme. Each Group is defined by a Scope Note and is represented by a three-digit code number. It is the code number that appears in the primary Alphabetic Display to communicate group assignment to the user.

Indexes

Issues of R.I.E. and C.I.J.E. can be useful in determining how particular terms have been used by indexers in the ERIC system. The Vocational Education Information Services subject index can also be used to determine how a descriptor has been used in the past. It is helpful to the users if documents in the

same series are given a consistent indexing treatment and can be relied on to be retrievable via the same terms if they deal with the same subject.

Other Reference Sources

Dictionaries, encyclopedias, glossaries, handbooks, and major textbooks can all aid the indexer in translating the language of a given document into usable index terms. The jargon of specialized fields must be avoided in favor of terms more widely and authoritatively accepted. Terms having different meanings in different fields must not be confused with one another.

Reference works of particular value in researching terminology are listed in the bibliography accompanying the annual printed edition of the *Thesaurus*.

Records of specific indexing decisions, made in problem cases, should be kept for future reference by subsequent indexers.

IV. INDEXING PROCESS

Indexing begins with the examination of the document. Indexing should be based on the entire document, but working indexers know that certain sections of documents yield useful information more readily than others. Knowing where to look and to concentrate one's attention can be important in capturing the essence of a document in the allotted time.

Index the document in hand, not some document the writer would like to have written or that he intends to write next time. Do not confuse speculation, or referrals to implications and possibilities, with real content.

The indexer should attempt to capture all significant concepts treated in the report. This is called indexing in-depth or exhaustive indexing. The indexer should index concepts at the generic/specific level actually covered by the document, i.e., index as generically as necessary, but as specifically as possible. For example, if the document concerns itself solely with the Navajo language, index to NAVAJO; do not index to the "higher" or more general levels LANGUAGES or AMERICAN INDIAN LANGUAGES. Consistency is important in indexing, both between indexers and within the performance of a single indexer (self-consistency); it is notoriously difficult to attain. Whenever possible, indexers should proceed by rule, therefore, rather than by subjective decision. The indexer should be aware that specific entities such as geographic locations, project names, test names, individuals, etc., though not in the *Thesaurus*, are nonetheless indexable via the Identifier field.

All concepts selected as significant in the document must be translated into either Descriptors or Identifiers. Use the *Thesaurus* (or Identifier Authority List) to do this; do not attempt to proceed on the basis of memory. A minor discrepancy in the spelling or ending of a Descriptor will lead to its later rejection by the computer system as invalid. The same type of minor difference in an Identifier will not cause it to be rejected, but will lead to "scattering", i.e., multiple word forms on the file and in the indexes for the same basic term. Scattering causes problems during retrieval.

The purpose of indexing is to make a document retrievable. At all times the indexer should evaluate the concepts being selected in terms of a hypothetical searcher: Would a searcher after a particular concept be satisfied to retrieve this document? Would he be disappointed at the amount of information it contained on the indexed concept? Indexing is often described as being both a science and an art. It is scientific in that experimentation and practice over the years have derived good and consistent results. It is an art, however, in that as long as it is done by a human being it remains an expression of the individual judgment of the indexer and is not subject to rigorous consistency and exact results. The guidelines that follow do not and cannot always involve hard and fast rules. They provide indexers with a foundation and a philosophy, but only long experience and practical judgment can develop an expert.

Step 1: Examine the Document

The experienced indexer is familiar with the information system (documents, vocabulary, users, etc.) and in the examination of documents has learned to focus attention efficiently in several ways, thereby permitting perhaps as few as one or two passes through the document for its evaluation and analysis. The inexperienced indexer, on the other hand, typically requires several passes through the document and engages in excessive paging back and forth.

The indexer should first concentrate on building a basic frame of reference for a document: (1) Its Source (the personal author, corporate author, and the sponsoring organization); (2) Its Publication Data and timeliness; (3) Its Format and general organization; (4) Its relationship to the entire system and its potential audiences. The indexer should come away from this brief step with a good idea of who did it, when, why, for whom, who paid, why it was selected, who might be interested, magnitude, etc.

The next step is to inventory and analyze the physical and organizational content: (1) Title; (2) Abstract; (3) Introduction/Preface/Foreward (which may include historical and theoretical background); (4) Description of methodology, experimental design, objectives, material used; (5) Work performed; (6) Discussion; (7) Results; (8) Illustrative material (graphs, charts, photographs, tables, diagrams); (9) Conclusions; (10) Summary; (11) Recommendations for further work; (12) References; (13) Appendixes; (14) Index. Content varies greatly among documents.

With this information in hand, the indexer can then proceed to a more detailed analysis of the document's subject content. This is usually done in a more selective journalistic sequence, concentrating on those sections revealed by the inventory above to be most information-bearing, e.g., Title, Abstract, Introduction, Methodology, Discussion, Illustrations, Results, Summary/Conclusions, References. The indexer should attempt to verify his or her interpretation of each section against following sections. For example, the Title should be compared with the Abstract, the Abstract with the Summary, and so on, until a clear, verifiable, supportable picture of what the document is really about emerges.

Step 2: Identify Indexable Information

A primary rule is to index the document in hand. This rule may sound obvious, but it is easy to be trapped into indexing the implications, appli-

cations, projected uses, future directions, etc., of some documents rather than their actual content. This is a pitfall and should be avoided. For example, a bibliography of basic texts in adult education may have been originally compiled to support graduate study in adult education. Nevertheless, GRADUATE STUDY is not the subject matter of the document, but only one of many possible applications; it should not be selected as an indexable concept.

Negative results can be as indexable as positive results, and as important to the user. For example, a research study may tend to disprove the hypotheses that participation in program planning increases the student's interest in further education. The concept EDUCATIONAL INTEREST is definitely indexable insofar as it is one of the primary ideas (in this case a "dependent variable") that the research is investigating.

The indexer must always keep in mind that it is concepts that are being indexed, not merely the author's words in which the concept is expressed. An author may choose to use excessively exotic, obscure, specialized, misinterpreted, colloquial, or otherwise unacceptable language. Do not engage in mere "word indexing". Isolate the concept and meaning behind the words and then choose the words the system has designated for the concept. (Of course, insofar as it is possible to use the language and terminology of the author and still observe this admonition, then the best of both worlds is served.) For example, an author may use the term PREVOCATIONAL EDUCATION in discussing the basic education an adult needs in reading, writing, arithmetic, and social skills, before he can profit from a manpower training program. PREVOCATIONAL EDUCATION is defined by ERIC (based on Good's *Dictionary of Education*) as "an educational program providing shop and other experiences for exploratory and guidance purposes". The concept the author is really discussing is represented in ERIC by the Descriptor ADULT BASIC EDUCATION: "instruction of adults in subjects of elementary education, social skills". It must be kept in mind that authors do not necessarily use words precisely and that it is up to the information system to impose its own terminological order on a literature that speaks in many tongues and from many viewpoints.

Mere mention of any concept within a document does not mean that it is indexable information. If the concept was the reason for the document to be written, or, if without the concept the document would not exist or would be altered significantly, then the concept is indexable information. The indexer should assume the posture of a skeptic who has to be convinced by good evidence of the appropriateness and applicability of any given concept.

To ensure comprehensive and uniform treatment of documents, indexers should always refer to a checklist of indexable elements. The applicability of this checklist will help guarantee reasonable exhaustivity. Documents entering the system usually contain the following elements of information, which are treated individually in detail immediately following this list:

Population Concepts

Grade/Academic Level

Other/Groupings

Activities/Action Concepts, Methodology/Material Concepts

Curriculum Concepts

Document Form/Type

Identifiers

1. Population Concepts

Population concepts categorize and identify the group or individual studied by the report or intended as the users of the report. Most important to VEIS users are terms identifying the grade level/instructional program level/academic level of the group. However, other categories which may be applicable are: age, occupation, race, nationality, religion, intelligence or ability level, physical or emotional characteristics, involvement in a particular study or program, etc.

Examples of some terms in the *Thesaurus* which represent these various population concepts follow:

Grade/Academic Level

Age -e.g., INFANCY (0-3)
 EARLY CHILDHOOD EDUCATION (4-6)
 CHILDHOOD (7-12)
 ADOLESCENCE (13-17)
 YOUTH (18-25)
 ADULT (26-65)
 OLDER ADULT (over 65)

Occupation-e.g., CARPENTERS
 CHEMISTRY TEACHERS
 COOKS
 COUNSELORS
 LIBRARIANS
 MEDICAL LABORATORY ASSISTANTS
 OPTOMETRISTS
 TEACHERS

NOTE: See also list of Narrower Terms
 under term OCCUPATIONS.

Preschool/Elementary School Level

Adult Basic Education (= Adult
 elementary education)
 Early Childhood
 (through Grade 2)
 Elementary Education
 Elementary Grades
 Elementary School Curriculum
 Elementary School Students
 Elementary Schools
 Grade 1
 Grade 2
 Grade 3
 Grade 4
 Grade 5
 Grade 6
 Grade 7

University/College Level

Adult Education
 Adult Programs
 Career Education
 College Curriculum
 College Freshmen
 College Graduates
 College Instruction
 College Language Programs
 College Programs
 College Students
 Colleges
 Community College
 Doctoral Programs
 Grade 13
 Grade 14
 Graduate Students

Grade 8
 Intermediate Grades (= Grades
 4-6)
 Kindergarten
 Kindergarten Children
 Middle Schools (= Grade 4-9 or
 some segment thereof; Use only
 if the document itself does)
 Nursery School
 Preschool Children
 Preschool Curriculum
 Preschool Education (= through
 Kindergarten)

Secondary School Level

College Preparation
 Continuation High Schools
 Grade 9
 Grade 10
 Grade 11
 Grade 12
 High Schools
 Junior High School Students
 Junior High Schools
 Secondary Education
 Secondary Grades
 Secondary School Students
 Secondary Schools
 Senior High Schools
 Terminal Education

Race/Nationality - e.g.,

AMERICAN INDIANS
 ANGLO AMERICANS
 ARABS
 CAUCASIAN RACE/CAUCASIANS
 CHINESE AMERICANS
 ESKIMOS
 FILIPINO AMERICANS
 INDIANS
 ITALIAN AMERICANS

Religion - e.g.,

AMISH
 BRAHMS
 CATHOLICS
 CHRISTIANITY

Graduate Study
 Higher Education
 Inservice Education
 Junior College Students
 Junior Colleges
 Military Training
 Post Doctoral Education
 Post Secondary Education
 Professional Education
 Special Degree Programs
 (= Adults admitted because
 of life experience)
 Special Education
 Special Education Program
 Teacher Education
 Undergraduate Study
 Universities
 University Extension

JAPANESE AMERICANS
 JEWS
 KOREAN AMERICANS
 MEXICAN AMERICANS
 MEICANS
 NEGROES
 POLISH AMERICANS
 PUERTO RICANS
 SPANISH AMERICANS

ISLAMIC CULTURE
 JUDAISM
 PROTESTANTS
 PURITANS

Intelligence/Ability Level - e.g.,

ABLE STUDENTS
GIFTED
HANDICAPPED
HIGH ACHIEVERS

ILLITERATE ADULTS
MENTALLY HANDICAPPED
SUPERIOR STUDENTS
TALENTED STUDENTS

Physical/Emotional Characteristics - e.g.,

AMPUTEES
BLIND
DEAF
DEAF BLIND
EMOTIONALLY DISTURBED
HANDICAPPED
HOSTILITY
HYPERACTIVITY

MONGOLISM
NEUROLOGICALLY HANDICAPPED
PARANOID BEHAVIOR
PHYSICALLY HANDICAPPED
PSYCHOSIS
QUADRIPLEGIA
SCHIZOPHRENIA

Socioeconomic Characteristics - e.g.,

ADOPTED CHILDREN
CRIMINALS
DELINQUENTS
ECONOMICALLY DISADVANTAGED
FOSTER CHILDREN
MIGRANTS

NOMADS
PRISONERS
REFUGEES
SOCIALY DISADVANTAGED
SOCIALY MALADJUSTED

2. Action Concepts and Material Concepts

Activities or action concepts include "Teaching", "Testing", "Experimentation", and the like. Examples of methodology and materials concepts are "Language Laboratories", "Programed Tests", "Filmstrips", etc. Often a decision must be made as to whether the document is about the activity, about the materials, or about both. (In certain instances, the activity and the methodology might be essentially the same.) For example, if a document is about testing, making only slight mention of methods and specific tests, then it should be indexed by TESTING. If it is about the development or use of a specific kind of test (for example, aptitude tests), then it should be indexed by APTITUDE TESTS, and not be testing. If, however, the document is about testing, and various aptitude tests were used, it should be indexed by TESTING, by APTITUDE TESTS, and by the names of the specific aptitude tests for which data and results were presented.

3. Curriculum Concepts

This refers to the educational subject or concept which is being administered, taught, or measured. Examples are AGRICULTURAL EDUCATION, BUSINESS EDUCATION, LEARNING DISABILITIES, READING, SPATIAL PERCEPTION, TRADE AND INDUSTRIAL EDUCATION, and the like. Those concepts which are actively and substantially treated by the document are indexable. For example, if a teaching method is used for agricultural education and this is reported and described in detail, then the document should be indexed by AGRICULTURAL EDUCATION, along with a term describing the

method, the persons being taught, etc. However, if the document mentions that this method might also be used for teaching office occupations, but does not describe this use of the method, then the document should not be indexed by OFFICE OCCUPATIONS EDUCATION.

4. Document Form/Type

It is a valid indexing concern to wish to record and store the information that a document is a bibliography or a textbook or a curriculum guide. Use of such specific information can often aid retrieval. For example, a search for textbooks on mathematics for adults probably would not wish to retrieve documents dealing with textbook writing. The former can be indexed by TEXTBOOKS; the latter by TEXTBOOK PREPARATION. Similarly, specific curriculum/guides can be distinguished from the act of curriculum preparation by using the Descriptors CURRICULUM GUIDES and CURRICULUM DEVELOPMENT, respectively. Not all situations can be handled in this manner, and it may be necessary to rely on coordination of index terms to distinguish concepts. Even so, an item that is a Directory will still be difficult to distinguish from an item about Directories

Descriptors in the *Thesaurus* that are available for use as form designations (as well as subject matter designations) are as follows:

ABSTRACTS	LITERATURE REVIEWS
ADMINISTRATOR GUIDES	MANUALS
ANNOTATED BIBLIOGRAPHIES	MAPS
ANNUAL REPORTS	MASTERS THESES
ATLASES	NEWSLETTERS
AUDIOVISUAL AIDS (About 30 kinds of specialized aids)	NEWSPAPERS
BIBLIOGRAPHIES	PERIODICALS
BOOK CATALOGS	PHONOTAPE RECORDINGS
BOOK LISTS	PROGRAM DESCRIPTIONS
BOOK REVIEWS	PROGRAMMED TEXTS
BOOKS	PUBLICATIONS
BULLETINS	RESEARCH PROPOSALS
CLASS NEWSPAPERS	RESEARCH REVIEWS (PUBLICATIONS)
COMPUTER PROGRAMS	RESOURCE GUIDES
CONFERENCE REPORTS	SCHOOL NEWSPAPERS
CURRICULUM GUIDES	SERIALS
DIRECTORIES	SPEECHES
DOCTORAL THESES	STATISTICAL DATA
ENCYCLOPEDIAS	STUDY GUIDES
FILMS	TABLES (DATA)
GLOSSARIES	TAPE RECORDINGS
HISTORY TEXTBOOKS	TEACHING GUIDES
INDEXES (LOCATORS)	TEACHER DEVELOPED MATERIALS
LABORATORY MANUALS	TESTS (About 30 kinds of specialized tests)
LEADERS GUIDES	TEXTBOOKS
LIBRARY GUIDES	THESORI
LITERAURE GUIDES	YEARBOOKS

5. Identifiers

Proper names of persons, geographical locations, trade names, projects, and the like, are frequently part of a document's indexable information. These highly specific terms (multitudinous and often transient) usually are not appropriate for the *Thesaurus*. Nevertheless, they can be highly useful access points for the users and must be taken into account in the indexing process. The solution to this problem is to create a relatively "free" and open subject indexing field called the Identifier field. Identifiers, however, are not rigidly defined, structured, and controlled like Descriptors. In order to avoid excessive scattering under different word forms, and to aid retrieval, certain standards are observed in their construction. Some categories of Identifiers are Acronyms, Coined Terminology, Equipment Names, Geographic Locations, Theories, Personal Names, Projects, Tests, Trade Names, Organizations, and the like.

Selection of Identifiers should be made on the same basis as selection of Descriptors. The Identifier should be considered indexable information if the document contains significant and substantial enough information on the Identifier to justify later retrieval. To provide some examples, a document which reports on research that exploited Piaget's theory of concept formation is not actually concerned with the theory *per se*. However, the inclusion of PIAGET'S THEORY as an Identifier would probably be justified because of the interest of researchers in isolating the various applications of the theory. A statistical study which happened to run its data through an IBM-360/40 computer should not be indexed by IBM 360 insofar as the type of computer is probably completely incidental to the results; the data could have been arrived at via any number of computers. A paper dealing with unemployment among female teachers in New England should be indexed by the geographic identifier NEW ENGLAND. New England is not the main topic *per se*, but the area of the country inhabited by subjects of a study can be crucial to the meaning and usage of the document and the results reported.

If Identifiers are assigned, they must be checked in the Identifier Authority File. If the Identifier is not in the File, it must be added. See Section 3 in this manual.

Step 3: Translate Indexable Concepts Into Approved Terminology

The concepts which have been listed (in the author's or indexer's terminology) as candidates for Descriptors must be translated into the language of the *Thesaurus*. Each concept must be compared with terms in the *Thesaurus* to determine: (1) whether an exact equivalent already exists; (2) whether a synonym (or near synonym) already exists; (3) whether a Broader Term in the *Thesaurus* is adequate for retrieval of the concept; or (4) whether two or more different existing terms in the *Thesaurus* can be coordinated for retrieval of the concept.

As the indexer attempts to locate applicable terms, the latest edition of the *Thesaurus* (Alphabetic Display) should be used. The various other permutations of the *Thesaurus* vocabulary should be used as necessary. The Rotated

Display is of particular value, but it must be kept in mind that it does not contain synonyms.

Application of the translation process can best be shown through the use of examples. Let us say that a document reports research on the differences in attitudes toward a job (environment, coworkers, and employers), and general adjustment to the work environment, of various sub-groups of automobile mechanics, i.e. (1) those who were dropouts with on the job training; (2) high school graduates in trade and industrial education; and (3) high school graduates who had taken courses in industrial arts. The personal traits of the workers are discussed. The comparisons are based on employers' evaluations of the workers, and workers' responses to an attitude scale. The high school curriculum in trade and industrial education is discussed in a separate chapter. The list of candidate concepts as first written by the indexer is as follows:

Automobile Mechanics
Job Attitudes
Work Environment
Employers
Coworkers
Adjustment
High School Dropouts
On the Job Training
High School Graduates

Industrial Arts
Trade and Industrial Education
High Schools
Comparisons
Employer Evaluation
Personal Traits
Attitude Scales
Trade and Industrial Curriculum

The first concept is "Automobile Mechanics". AUTO MECHANICS is listed in the Rotated Display, so we look at the full display in the *Thesaurus*. Since the Broader Term (BT) is INDUSTRIAL ARTS, it is obvious that the term AUTO MECHANICS is not a concept referring to persons, so it is not an acceptable Descriptor. However, AUTO MECHANICS (OCCUPATION) does appear and has a Broader Term (BT) SKILLED WORKERS. Therefore, this is the appropriate description.

"Job Attitudes" is the next concept. Since that exact term does not appear in the *Thesaurus*, we look for the BT "Attitudes", and study the display for ATTITUDES. WORK ATTITUDES appears as a Narrower Term (NT) under ATTITUDES. We look at the display for WORK ATTITUDES. WORK EXPERIENCE is shown as a Related Term (RT). So we assume that, since WORK ATTITUDES is related to WORK EXPERIENCE, this makes it an acceptable Descriptor. We will USE A NEAR SYNONYM in this case.

"Work Environment" is not listed in the *Thesaurus*, but many other kinds of environment appear in the Rotated Display, including ADJUSTMENT (TO ENVIRONMENT), another concept on our list of candidates. We will sidetrack to look at that display. VOCATIONAL ADJUSTMENT is an NT, and although its display does not clarify its use, we will assume that it is closer to the concept of adjusting to work than its BT. Can we assume that VOCATIONAL ADJUSTMENT and WORK ATTITUDES imply adjustment to and attitudes towards people, physical environment, and all the elements of a job? If we make this assumption, it is necessary to use Descriptors for the individual element only if we feel that each merits a separate Descriptor. Here we decide that A BROADER TERM IN THE THESAURUS IS ADEQUATE FOR RETRIEVAL.

"High School Dropouts" does not appear in the Rotated Display, but it is in the *Thesaurus*, with a note USE DROPOUTS. NT's are URBAN DROPOUTS and RURAL DROPOUTS. Examination of the documents show that the dropouts we are concerned

with are not identified more specifically as urban dropouts or rural dropouts, so DROPOUTS appears to be the most appropriate term. Here we USE A SYNONYM OR NEAR SYNONYM. We examine the IT's to see if other terms are suggested which would be appropriate in describing our document and decide they are not.

"On the Job Training", "Trade and Industrial Education", "Industrial Arts", and "High Schools" all appear as Descriptors in the *Thesaurus*, so we USE EXACT EQUIVALENTS.

"Comparison" is not in the *Thesaurus*, but COMPARATIVE STUDY appears as a UF for COMPARATIVE ANALYSIS so we use the latter term, which is A SYNONYM OR NEAR SYNONYM.

"Employer Evaluation" does not appear in the *Thesaurus*, but we find EMPLOYER EMPLOYEE RELATIONSHIP. A decision must again be made on whether to accept one or both of the existing terms or find another term. "Employer Attitudes" are continually reflected in the employer's evaluation, but these appear to be two completely different ideas. The employer-employee relationship is part of what is being evaluated, but we have already decided that the separate parts of the situation do not justify separate indexing, as we have used WORK ATTITUDES and VOCATIONAL ADJUSTMENT to cover the whole picture. Finding another Descriptor appears necessary, so we examine the display for EVALUATION. Here we find a Narrower Term (NT) of PERSONNEL EVALUATION. Turning to PERSONNEL EVALUATION we see it is used for Employee Evaluation, Staff Evaluation, and Worker Evaluation, presumably carried out by the employer and is therefore A SYNONYM OR NEAR SYNONYM.

Do we need to introduce the term EMPLOYERS since they did the evaluating? How crucial is that concept to the study? Does it merit indexing? Since the employer is normally the person to evaluate an employee, and since we have decided that JOB ATTITUDES and VOCATIONAL ADJUSTMENT relate to all the aspects of work including the employer, we decide it is not necessary to add EMPLOYERS as a term.

"Personal Traits" is another candidate. Examining TRAITS in the Rotated Display offers no suggestions. "Traits" are "characteristics", so we look at CHARACTERISTICS. INDIVIDUAL CHARACTERISTICS seems to be an appropriate term, and again we use A SYNONYM OR NEAR SYNONYM.

"Trade and Industrial Curriculum" does not appear in the *Thesaurus*, but a number of other subject curriculums are listed as NT's (e.g., ENGLISH CURRICULUM, MATHEMATICS CURRICULUM, etc.). We need to consider whether we should find another pre-coordinated term or depend upon the coordination of terms TRADE AND INDUSTRIAL EDUCATION and CURRICULUM already in the *Thesaurus*. Even though we recognize that CURRICULUM might coordinate with INDUSTRIAL ARTS to give a false drop, we decide to use it. Thus we USE TWO OR MORE TERMS ALREADY IN THE THESAURUS WHICH CAN BE COORDINATED FOR RETRIEVAL.

"Attitudes Scales" is the last candidate. ATTITUDE TESTS in the *Thesaurus* can be used for this concept, so we USE A SYNONYM OR NEAR SYNONYM again.

Throughout the translation process, an attempt should be made to index concepts as specifically as the *Thesaurus* will allow. If a document refers to handicapped children, use HANDICAPPED CHILDREN instead of CHILDREN and HANDICAPPED. However, if the document refers to all kinds of children, and "handicapped children" does not merit indexing, then CHILDREN would be the appropriate term. If there is information on CHILDREN generally, and HANDICAPPED CHILDREN

specifically, then both CHILDREN and HANDICAPPED CHILDREN are appropriate Descriptors.

Determining Indexing Specificity

A fundamental principle of coordinate indexing is to index at the level of specificity of the document in hand. This principle has been referred to earlier. However, enough problems arise in the implementation to warrant a separate discussion.

For purposes of illustration, let us look at the indexes to two issues of *Research in Education* (1967, #7 and #8).

1967, #7 - Under BIBLIOGRAPHIES, there are a number of "annotated bibliographies" that were not indexed under the specific Descriptor ANNOTATED BIBLIOGRAPHIES.

#8 - Under EVALUATION, there is a document dealing with "program evaluation".

#8 - Under FACILITIES, there is a document dealing with "education facilities".

In all these cases, documents were indexed at a higher or more generic level than the document discussed. Problems arise because a user does not know (since there are no "see also" references in the subject index) that he must look under both FACILITIES and under EDUCATIONAL FACILITIES to retrieve references relevant to the latter topic. There are at least three particular situations when an indexer must consider this question of generality/specificity especially carefully. These are:

1. When a document discusses a concept at both a general and specific level; e.g., a document describing intelligence tests in general, and specific tests as well, in about equal detail.
2. When a document discusses a specific (species) concept, but the indexer thinks the document adds useful information to the body of knowledge about the general (genus) concept.
3. When a document discusses many specifics of a general (genus) concept, but none in sufficient detail to merit the indexing of each specific concept.

With reference to (1) above, an indexer might consider, for example, both the general concept "intelligence tests" and the specific Identifier, Detroit Advanced Intelligence Test, as indexable concepts. If there is a sufficient amount of information worth indexing (always a matter of judgment) about both general and specific concepts, then they are both indexed. Document ED 101 923, in ERIC indexes both HANDICAPPED CHILDREN and MENTALLY HANDICAPPED, because the document discusses specific types of handicaps as well as the general problem of handicapped children.

In the case of (2) above, the indexer may index at the general level, even if the general concept is not discussed per se. For example, a very extensive description, study, or review of the well known Wechsler Adult Intelligence Scale (WAIS) should be indexed by INTELLIGENCE TESTS, as well as by an Identifier. If the system covered only the literature of educational tests and measurement, this guideline might not be given. However, since users are likely to be interested in the whole area of tests at varying levels of specificity, this document should be made accessible at a "reasonably" general level (i.e., INTELLIGENCE TESTS, not TESTS) and at the level of the specific test name as well. This guideline requires technical expertise, knowledge of the systems users, and mature judgment.

The third area, (3) above, is perhaps the most troublesome. The indexer must develop a "feel" for what is sufficient or reasonable information about a concept that makes it "indexable". Experience in reviewing search results, as well as in indexing, can be helpful in this area. Some examples may illustrate this problem.

Example 1.

The population of participants which included extension personnel, agricultural teachers, home economics teachers, forestry personnel, and professional employees in agribusiness are described in a document. In the judgment of the indexer, there was insufficient data about the various groups to merit indexing each specific occupational group. The groups, however, were part of the class AGRICULTURAL PERSONNEL, and that concept only was indexed.

Example 2.

In describing the population of its study, a document lists in tables their age, sex, educational level, and participation rate of conference attendance. The indexer must decide whether the information provided is significant enough to index specifically. Since none of the above factors were variables in the study, the indexer decided to index the group of concepts at generic level PARTICIPANT CHARACTERISTICS.

Example 3.

A document entitled "Guidelines for the Referral of Children Who Are Suspected or Known to be Exceptional" describes and defines in detail the crippled and health impaired, hearing impaired, deaf, blind, partially seeing, emotionally disturbed, socially maladjusted, educable mentally handicapped, trainable mentally handicapped, multiple handicapped, and gifted. Because of the amount of detail provided for each category, the indexer decides that this document should be retrievable through the generic concepts "Exceptional Children" and "Handicapped Children", as well as through each specific area of exceptionality mentioned above.

Example 4.

A program guide entitled the "La Grange Area Department of Special Education Handbook" describes a sizable, reputable program which includes education of mentally handicapped, physically handicapped, socially maladjusted, and emotionally disturbed. However, nearly all guides for

"Special Education" programs include and describe each of these areas. The information on each area of exceptionality is usually similar throughout these guides. Their inclusion in such a guide is implicit and need not be indexed. In contrast to the previous example, the areas of exceptionality covered are not indexable information. The document should be indexed by the concepts "Program Guide" and "Special Education", and terms representing its grade level and origin (school district).

Step 4: Review Indexing

After the indexer has completed all the basic tasks involved in indexing, i.e., examination of the document, identification of indexable concepts, translation of selected concepts into *Thesaurus* terminology, recording of final terms on Indexing Form, etc., the finished product should receive a final review. The following questions should be asked about the work:

1. Do the designated terms represent the emphasis of the document?
2. Are the major terms reflected in Title, so that there may be no questions in the user's mind about their relevance? (Not always possible)
3. Are the possibilities for "False Drops" minimal?
4. Are all significant and important concepts in the document covered by Descriptors?
5. Can the index terms be fitted together in narrative form to provide an accurate idea of the subject matter of the document?
6. Has excessive "clustering" of terms beginning with the same word been avoided?
7. Do the terms provide a class description that could be expected to occur spontaneously to a user, or are they too specialized and obscure?

Step 5: Summary of Indexing Rules

1. Descriptors used in the indexing process must be in the *Thesaurus of ERIC Descriptors*.
2. The Identifier Field should be used to index specific entities, such as geographic locations, project names, etc.
3. No more than eight (8) Descriptors can be assigned.
4. There is no minimum requirement for Identifiers; no more than three (3) Identifiers should be assigned.
5. Index to the specific level of subject matter covered by the document. Do not automatically index "up" to higher generic levels than the document actually deals with. Do not automatically index "down" to all the sub-elements of the level dealt with.

6. Index in depth, or exhaustively, all significant concepts covered in the document.
7. Index the document and exposition in hand; avoid indexing implications, possible uses, and other aspects referred to, but not actually dealt with.
8. Index on the basis of the entire document, not just a part such as the Introduction or Conclusions.
9. Every effort should be made by the indexer to index by the grade/academic level, and other population concepts, with which the document is concerned.
10. Insofar as possible, index terms used should appear (in recognizable form) in the title of the document. This provides the user with a reassuring justification for the use of the index term for that particular item.

APPENDIX F

NETWORK DESCRIPTIONS OF
SBVTE-FUNDED DISSEMINATION
PROJECTS

Date: 1, 1978

[acknowledgment]

I. PROJECT INFORMATION

Title of service or center: Vocational Education Information Services

Address: Indiana University Library, W501
Bloomington, Indiana 47405

Phone: (812) 337-7751/337-6711

Project director: Dr. Thomas R. White

Names and titles of professional staff members:

JoAnn Brooks, Information Specialist

Elaine G. Eigeman, Editor

Nancy Steenhausen, Assistant Editor and Office Manager

II. GOALS AND OBJECTIVES (as in project proposal):

The project promotes effective communication by increasing the flow of information among vocational educators. Its goal is to support vocational education in Indiana by developing more effective products for dissemination and by facilitating more efficient use of information. There are two components:

1. A publication and dissemination service
2. An information organization and retrieval service

GENERAL GOALS:

1. To continue the publication and dissemination service, which abstracts, synthesizes, edits, and publishes information about selected SBVTE-funded projects in a series of newsletters and information reports and disseminates these products to appropriate state and national target audiences.
2. To implement the information organization and retrieval service, which acquires, organizes, and stores research and development information and documents produced in or received by Indiana, and which searches for and retrieves information from computerized data bases for state agency professional staffs, recipients of state board grants and contracts, and local administrators so that Indiana educators can more effectively be served.

SPECIFIC OBJECTIVES:

1. Publication and dissemination service:
 - A. To produce and disseminate a minimum of six (6) reports in the Information Series, including program abstracts, project reports, and position papers, for a target audience of state and national administrators.
 - B. To produce and disseminate four (4) issues of Communique for a target audience of state teachers, administrators, and guidance directors at all levels.

- C. To provide editorial consultation and/or assistance to SBVTE-recommended projects which will have wide dissemination in the state and/or nation.
 - D. To provide editorial assistance to the SBVTE professional staff as needed, developing forms, writing guidelines for reports from projects, and developing forms to meet communication needs.
 - E. To help organize a comprehensive state system for dissemination, and to develop and publish a position paper on that system, in conjunction with state agency staffs and other state dissemination projects.
2. Information organization and retrieval service:
- A. To conduct an estimated 120 on-line literature searches.
 - B. To supply copies (or loans) of books, articles, reports, and other documents upon request.
 - C. To acquire selected materials needed by the state.
 - D. To implement the procedure to organize the materials received.
 - E. To establish lines of communication with state agency staffs.
 - F. To help organize a comprehensive state system for information and resource services in conjunction with state agency staffs and other information/resource centers in Indiana.

The project is an INFORMATION (LIBRARY) and PUBLICATION service. It organizes and stores project information and provides literature searches. It also edits and publishes (but does not print) reports selected for wide dissemination and provides editorial consultation. Its primary focus is RESEARCH and DEVELOPMENT projects.

IV. TARGET AUDIENCES (who do you serve? are there limits?):

All Indiana vocational educators.

For some services, (e.g., literature searches, editorial assistance) there is a priority order if either time or money is limited: 1) state agency staffs,

V. RESOURCES: 2) personnel from SBVTE-funded projects, 3) others.

A. Library or media collections

1. Types of materials and approximate count in each (e.g., books, films)
reference materials--50 serials---12 titles (excluding newsletters)
research reports----830
indexes-----2 titles (RIE, RIVE)
2. Selection/acquisition policy (how do you determine what to buy?)
Proposals and final reports of SBVTE-funded projects and unsolicited materials sent to the state staff are given to us to organize and store. Our acquisition budget is very small. Selection of non-Indiana materials for purchase is based on needs identified by state agency staffs and/or statewide funded projects; purchases include 1) the needed items not available in the I.U. Library, 2) the items requested by state staffs, 3) a few reference books and journal subscriptions.
3. Organization system for collections (e.g., Dewey Decimal, etc.)

The collection is being organized using the ERIC Processing Manual for cataloging guidelines and the ERIC Thesaurus for subject control. Items already available in the ERIC system are assigned their ED number and shelved in that order.

4. Retrieval system (ways of locating material by subject, author, etc.;
card catalog, McBee sort cards, etc.)

Retrieval for items identified as ERIC documents is through Resources in Education (R.I.E.) or an on-line search. Items indexed in-house will be input to a computer, and author, subject, title, and institution indexes will be produced.

5. Loan policy for materials in collections (to whom? can they borrow?
can they get photo copies? by phone, visit, letter?)

All material in the collection is available for one (1) month loan to anyone through phone, visits, or letters. Short items will be photo copied when requested, and microcopies are also made available. In addition, materials from the I.U. Library collections are available for loan through the services.

B. Other resources

1. What specialized files do you have (e.g., data collections, resource referral files, mailing lists, etc.)

A computerized mailing list, divided by categories and accessible by them.
A file of bibliographies.
A file of state plans for vocational education.

2. Do you have access to resources outside your center? (e.g., Lockheed, INDIRS, computer services, etc.)

We have access to:

1. Lockheed Retrieval Service (DIALOG)
2. Indiana Information Retrieval Service (INDIRS)
3. Wrubel Computing Center--staff for consultation and machinery for processing.
4. Indiana University Libraries--collections for borrowing and reference and staff with expertise in many areas.

A. *Direct (person to person)*

1. Publication services:

- A. Editorial assistance to selected projects which have been designated for wide dissemination by the SBVTE and editorial board.
- B. Editorial assistance to SBVTE on the preparation of various publications and guidelines for reports.
- C. Publication assistance to SBVTE on selected items.

2. Information services via mail, phone, or in person:

- A. Reference answers to brief questions.
- B. Literature searches of I.U. card catalog, data bases (e.g., ERIC), and government documents.
- C. Document retrieval from our collection and I.U.'s.

B. *Indirect (through other media)*

1. Publications:

- A. Communique--a quarterly newsletter which reports on exemplary SBVTE-funded projects of statewide interest.
- B. Information Series--reports issued in a series of publications that include project reports, program or project abstracts, and position papers.
 - 1) Project reports--reviewed, revised, and edited material from the final reports of single projects or groups of related ones.
 - 2) Program/project abstracts--reports which contain collections of abstracts of current or past SBVTE-funded projects.
 - 3) Position papers--reports which describe state policies, programs, and methods of development and implementation.

VII. ACTIVITIES (e.g., research, administration, etc.):

Research: Jo conducted a study of information needs in the state.

Consulting: Have visited classrooms (at I.U.) to instruct on using resources and preparing reports.

Have represented vocational education in Indiana at national conferences on dissemination.

The information service plans to continue to catalog and classify materials to make them accessible and hopes to offer a selected dissemination of information (SDI) service to state agency staffs and selected state projects.

Both the publication and information services plan to offer workshops on use of resources and preparation of materials for publication.

IX. PROFESSIONAL STAFF RESOURCES (give brief but explicit outline of each staff member's areas of service and expertise):

INFORMATION SPECIALIST (JoAnn Brooks)

Has a master of library science degree and has worked in the I.U. Libraries for ten years. Areas of expertise include: cataloging and classification, information retrieval, and use of the computer for library applications. The areas of service include: literature searches, finding answers to reference questions (aided by many contacts on the I.U. Library staff), consultation on organization of materials, and computer applications.

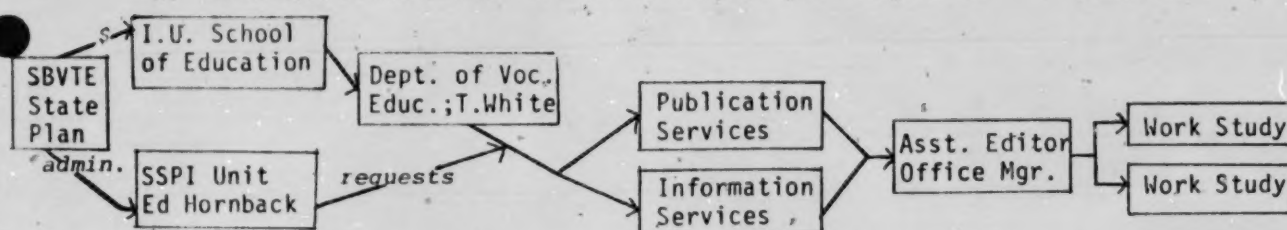
EDITOR (Elaine G. Eigeman)

Background experience is in education and graduate degree is in English. Areas of expertise are: technical editing, selecting and formatting information for publication/dissemination. Areas of service are: editing, developing guidelines for publication and dissemination activities, providing editorial consultation and technical assistance, in-service training on the preparation of materials for publication.

ASSISTANT EDITOR AND OFFICE MANAGER (Nancy Steenhausen)

Has undergraduate degrees in English and business administration. Areas of expertise include: managing office, organizing production of publications, editing, and preparing computer programs for mailing labels and indexing. Areas of service include: supplying mailing labels, answering requests for our publications, circulating loan materials, and editing.

X. FUNCTIONAL CHART (draw a very simple diagram of your project):



XI. INFORMATION NEEDED FOR STATE OF YOUR STATE PUBLICATION (This publication will include a profile of Indiana's dissemination activities as requested by the Feds. Answers should be BRIEF. To fully understand the intent of the questions, see the attached paper with the original questions; PAGE 7):

A. Forces of change (cite significant legislative, historical, economic, or educational policies or forces which influence educational improvement in Indiana; questions 1,2)

The SBVTE state plan has placed heavy emphasis on developing and implementing performance based vocational education in Indiana; it has also given priority to support service that will facilitate the dissemination of information and materials for PBVE, placement and follow-up services, and other programs developed under the state plan.

B. Dissemination programs and resources (briefly describe your project in terms of its contribution to educational dissemination in Indiana; questions 3,4,5,7,8,11)

See question II, page 1, through "general goals."

The Vocational Education Information Services enables agency staff and other state and local decision makers to be of more effective service to vocational educators. It contributes to the sharing of ideas, improved coordination of state projects, decreased duplication of efforts, and increased state and national visibility for promising practices developed in Indiana.

C. Dissemination actors (identify the linkers in Indiana, i.e., those who put people in touch with resources; question 9)

State agency personnel are linkers who are often used as sources of information by their colleagues, project directors, and educators working in classrooms. Because of their role, these linkers are given priority for service by the Vocational Education Information Services.

- D. Client impact (identify the extent to which teachers and administrators in local schools are aware of, knowledgeable about how to use, and regularly using your service; question 10)

	EXTENT				
	Very Few (0-9%)	Some (10-39%)	About Half (40-60%)	Most (61-90%)	Nearly All (91-100%)
<u>Teachers are...</u>					
Aware of	☒	☐	☐	☐	☐
Knowledgeable about how to use	☒	☐	☐	☐	☐
Regularly using	☒	☐	☐	☐	☐
<u>School Administrators are...</u>					
Aware of	☐	☒	☐	☐	☐
Knowledgeable about how to use	☐	☒	☐	☐	☐
Regularly using	☐	☒	☐	☐	☐

- E. The future (identify the areas in Indiana's dissemination plans that need improvement; questions 12,13)

The primary goal of those who wish to improve educational dissemination in Indiana is to develop a network of state dissemination activities to increase awareness of services offered by various agencies and to foster cooperation among them.

Date due: December 1, 1978

*[ackwardym:INVES]

EK
131.

I. PROJECT INFORMATION

Title of service or center: Careers Resource Project

Address: 3501 First Avenue
Evansville, Indiana 47710

Phone: (812) 464-2587

Project director: Davis Cunningham

Names and titles of professional staff members:

Gilda G. Hafele, Materials Consultant, Career Counselor, Project Coordinator

II. GOALS AND OBJECTIVES (as in project proposal):

- A. Promote awareness, understanding, and utilization of career education and vocational education concepts.
- B. Promote and help provide more vocational education and career education information.
- C. Provide the loan of vocational and career education materials.
- D. Increase the utilization of all existing vocational and career education resources within the project area.
- E. Provide and/or help to disseminate vocational information through public relations such as news media, newsletters, and liaison people.
- F. Foster cooperation among various educational institutions through shared use of material, equipment, and ideas.
- G. Refer requests to implement comprehensive Kindergarten-Adult career education programs to the Northern Center.
- H. Provide a process for student self-study and self exploration via teachers and civic organizations.
- I. Promote, upon request, information concerning ways to establish and utilize advisory boards.

VI. SERVICES:

A. Direct (person to person)

1. Consultations by phone or in person to the center.
2. Loan of materials.
3. Newsletter--written publications.
4. Resource center.

B. Indirect (through other media)

1. Working with special groups.
2. A catalogue of career education materials.

VII. ACTIVITIES (e.g., research, administration, etc.):

Distribution of material.
Distribution of newsletters.

VIII. FUTURE PLANS, DIRECTIONS:

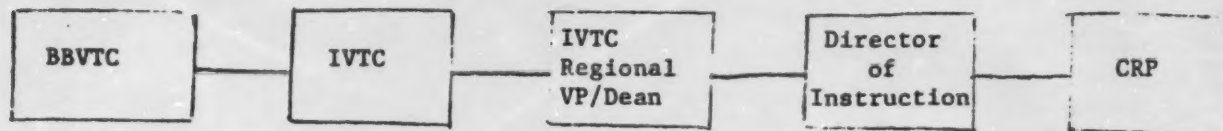
To encourage more walk-ins.

To update and purchase or obtain more career education materials and aids.

IX. PROFESSIONAL STAFF RESOURCES (give brief but explicit outline of each staff member's areas of service and expertise):

Gilda G. Hafele, Counselor and Consultant,
selects and disseminates materials,
consults with persons needing guidance in the selection of materials and
serves as a resource person for civic organizations.

X. ORGANIZATIONAL CHART (include a very simple diagram of your project):



XI. INFORMATION NEEDED FOR STATE OF YOUR STATE PUBLICATION (This publication will include a profile of Indiana's dissemination activities as requested by the Feds. Answers should be BRIEF. To fully understand the intent of the questions, see the attached paper with the original questions; PAGE 7):

- A. Forces of change (cite significant legislative, historical, economic, or educational policies or forces which influence educational improvement in Indiana; questions 1,2)

Not applicable

- B. Dissemination programs and resources (briefly describe your project in terms of its contribution to educational dissemination in Indiana; questions 3,4,5,7,8,11)

Make education more aware of the role of career education and the importance of vocational education through both material and people resources.

- C. Dissemination actors (identify the linkers in Indiana, i.e., those who put people in touch with resources; question 9)

Former and present staff members and civic leaders.

D. Client impact (identify the extent to which teachers and administrators in local schools are aware of, knowledgeable about how to use, and regularly using your service; question 10)

	EXTENT				
	Very Few (0-9%)	Some (10-39%)	About Half (40-60%)	Most (61-90%)	Nearly All (91-100%)
<u>Teachers are...</u>					
Aware of	☐	☐	☐	☒	☐
Knowledgeable about how to use	☐	☐	☒	☐	☐
Regularly using	☐	☒	☐	☐	☐
<u>School Administrators are...</u>					
Aware of	☐	☐	☐	☐	☒
Knowledgeable about how to use	☐	☒	☐	☐	☐
Regularly using	☒	☐	☐	☐	☐

E. The future (identify the areas in Indiana's dissemination plans that need improvement; questions 12,13)

Awareness of the services available.

Information request for Indiana network of vocational services *

*[awkwardnyn:1.]

Date due: December 1, 1978

I. PROJECT INFORMATION

Title of service or center: A Human Resources Development Subsystem
for Performance Based Vocational Education

Address: Purdue University
School of Engineering and Technology
at Indianapolis
799 W. Michigan Street - Room 1107
Indianapolis, IN 46202

Phone: (317) 264-2981 and (317) 264-8703

Project Director: Dr. Edgar Fleenor and Jerry C. Keiser

Names and titles of professional staff members:

Dr. Edgar Fleenor, Chairman	and	Jerry C. Keiser
Professor		Human Resource Development
Department of Industrial Education		Coordinator

II. GOALS AND OBJECTIVES (as in project proposal):

- a. Provide local administrators, teachers and counselors performance based inservice training to describe the steps in implementing a program of PBVE according to the State Board of Vocational and Technical Education established criteria.
- b. Develop inservice programs to facilitate the implementation of PBVE curriculum materials and media.
- c. Develop model sites to demonstrate articulation between secondary and postsecondary PBVE programs.
- d. Develop domain catalogs for the Auto Mechanics Matrix and conduct task analysis for two job titles.

(11. Areas covered: things which make project different from the network; e.g., curriculum, rad, etc.):

The project is designed to develop a variety of inservice training programs necessary to facilitate the implementation of the Human Resource Component of the State Board of Vocational and Technical Education Management System for PEVE.

IV. TARGET AUDIENCES (who do you serve? are there limits?):

The project is designed to serve secondary and postsecondary vocational teachers and administrators.

V. RESOURCES: N/A (Products developed will be made available through the ICAC if the SBVTE approves such action.)

A. Library or media collections

1. Types of materials and approximate count in each (e.g., books, films)
2. Selection/acquisition policy (how do you determine what to buy?)
3. Organization system for collections (e.g., Dewey Decimal, etc.)
4. Retrieval system (ways of locating material by subject, author, etc.; card catalog, McBee sort cards, etc.)
5. Loan policy for materials in collections (to whom? can they borrow? can they get photo copies? by phone, visit, letter?)

B. Other resources

1. What specialized files do you have (e.g., data collections, resource referral files, mailing lists, etc.)
2. Do you have access to resources outside your center? (e.g., Lockheed, INDIRS, computer services, etc.)

VI. SERVICES:A. *Direct (person to person)*

- a. Provide orientation to PDVE.
- b. Assist local districts in determining present status in regards to PBVE development.
- c. Assist in identifying training needs.
- d. Assist in planning inservice programs.
- e. Conduct and/or assist in inservice training.

B. *Indirect (through other media)*

N/A

VII. ACTIVITIES (e.g., research, administration, etc.):

Develop a variety of inservice packages on PBVE and V-TECS.

Plan and implement inservice programs on request.

Monitor the model articulation sites.

Monitor other PBVE projects as assigned by the SBVTE project coordinator.

(attach extra page if necessary)

III. IMPLEMENTATION SECTIONS:

The HRD component of the SEVTE management system will have to constantly change to be effective.

As local implementation of PBVE becomes closer, more intensive inservice programs will have to be delivered at the local level. Teachers will need inservice to make the transition to a different role.

When curriculum materials are available, local districts will need inservice to effectively utilize them.

Future plans are dependent on the rate of development and implementation at the local level.

- IA. PROFESSIONAL STAFF RESOURCES (give brief but explicit outline of each staff member's areas of service and expertise):

Date due: December 1, 1978

* [askwordnym: JAVLS]

I. PROJECT INFORMATION

Title of service or center: Indiana Career Resource Center

Address: 1205-09 South Greenlawn Avenue
South Bend, Indiana 46615

Phone: 219/289-2851

Project director: Dr. Gerald O. Dudley, Ph.D.

Names and titles of professional staff members:

Jan Barcus, Career Education Consultant; Sheila Campbell, Media Aide;
Jim Meuninck, Career Education Consultant; Joyce Miller, Secretary;
Sue Montgomery, Secretary; Betty Morrison, Assistant Director; and
Paul Smith, Career Education Consultant

II. GOALS AND OBJECTIVES (as in project proposal):

The major purpose of the Center is to have staff and materials available for assisting others with career exploration and guidance implementation.

The necessity for students at all education levels to understand work and enhance their abilities, interests and needs is the foundation upon which the Career Resource Center is built.

The major Objectives of the 1978-79 Project are:

1. Consultations and Staff Development Presentations

Through application of a modified staff development model, the Center will announce staff availability directly to superintendents, principals, and area school directors and professional groups. This will entail the development of and distribution of the following: a brochure with return requested tear-off; A Center-explaining cassette tape mailer; dissemination of monthly issue of the Career Digest; and word-of-mouth advertising.

2. Information Development and Dissemination

Since all of the resources are in some stage of procurement, development or update due to previous Center use, their availability ranges from immediate through a three-month delay. An attempt will be made to seek avenues through which vocational counselors and educators may be made aware of these career guidance tools and techniques.

Sound/skill presentations or camera-ready copies of a brochure are being considered describing each vocational area. By these formats, each area vocational program may localize, credit, and receive return mail requesting vocational program information.

3. Model and Field Test Out-of-School Career Development Product

The model will facilitate significant changes in the following areas:

- a. Self-awareness
- b. Decision-making
- c. Interests as related to careers
- d. Relationships of careers to school work
- e. Knowledge of career resources
- f. Assertive behavior
- g. Job getting and job keeping skills

145

This model designed for youth and adults will have flexibility in that it could be facilitated by trained para-professionals and/or peer counselors as well as counselor staff.

(attach extra page if necessary)

III. SCOPE (subject areas covered; things which make project different from others in the network; e.g., curriculum, r&d, etc.):

We work in all curriculum areas at all grade levels.

IV. TARGET AUDIENCES (who do you serve? are there limits?):

Educators, counseling staff personnel, and community organization personnel.

V. RESOURCES:

A. Library or media collections

1. Types of materials and approximate count in each (e.g., books, films)

SEE ATTACHED SHEET (A)

2. Selection/acquisition policy (how do you determine what to buy?)

According to need and guideline form.

SEE ATTACHED SHEET (B)

3. Organization system for collections (e.g., Dewey Decimal, etc.)

Printed materials - Dewey Decimal

Other materials identified by 5-digit Key Sort numbers. Each kind

of media has grouping of numbers. Example: Sound/Filmstrip 10000-19999 series

4. Retrieval system (ways of locating material by subject, author, etc.):

card catalog, McBee sort cards, etc.)

We have both a card catalog by subject and author, also use McBee cards for media which is primarily used by educators for use with students.

5. Loan policy for materials in collections (to whom? can they borrow? can they get photo copies? by phone, visit, letter?)

Anyone located in Northern part of state. Used mainly by educators, counselors, university students. Loan materials by phone, mail, and drop-in requests. Encourage 1 week loan period. Discourage photo copy requests, due to expense.

B. Other resources

1. What specialized files do you have (e.g., data collections, resource referral files, mailing lists, etc.)

Bibliography

Vertical file of free and inexpensive job information

Annotated Key Sort card file of materials
career education

2. Do you have access to resources outside your center? (e.g., Lockheed, INDIRS, computer services, etc.)

ERIC through Indiana University at South Bend

(A)

V. RESOURCES:

A. Library or media collections

1. Types of materials and approximate count in each (e.g., books, films)

Printed materials - 2000 approximately.

Sound Filmstrips - 190 pieces

Games/Simulations - 38 pieces

Audio Tapes/Records - 25 pieces

Kits - 79 pieces

Test Instruments - 20 pieces

Motion Picture Films - 39 pieces

Film Loops - 52 pieces

Transparencies - 4

Video Tapes - 6

Slide Programs - 3

(B)

Publisher:

Date of Preview:

Title of Material:

Type of material:

Number of Parts:

Time to Administer:

Grade Level: EC P I MS HS PSA ED

Goal Area:

Curriculum areas of use:

Criteria:

1a. Are goals and objectives listed?

b. Does the material complete stated goals or objectives?

2a. Are there preparation activities suggested?

b. Are there follow-up activities suggested?

3. Script

a. Is the script written in the teacher's guide?

b. Is the narration clear?

c. Is there background music?

d. Is the tape or record of good quality?

e. Are the disadvantages of the occupation discussed?

f. Do both men and women speak?

g. Are the lifestyles of the careers discussed?

4. Pictures

a. Are the pictures of good quality?

b. Are both men and women viewed in traditional and non-traditional roles?

c. Are both women and minorities pictured often?

d. Are minorities and women viewed in supervisory positions?

5. Other Materials(games and kits)

a. Are the instructions clear and wasy to understand?

b. Are the number of players given?

c. Are there a greatnumber of pieces of the package?

d. Is it sturdy?

e. Are pieces of it consumable?

f. Are the consumable pieces reproducible?

6. Comments:

7. Did we purchase?

8. Cost:

9.Replacement charges:

VI. SERVICES:

A. Direct (person to person)

- Planning and presentations of career education workshops.
- Career planning and in counseling.
- Consulting on use and purchase of commercially produced media.
- Consulting in area career development with teachers and counselors, organizations.
- Provide job/training information to drop-in clientele.
- Loan of career related materials to individual.

B. Indirect (through other media)

SEE ATTACHED CAREER DIGEST (C)

VII. ACTIVITIES (e.g., research, administration, etc.):

SEE INSERT FOLLOWING PAGE 5 (E)
(Description of Indiana Career Resource Center)

Center-Developed Resources Reviewed * * * *

Since its inception in the late 1960's, the Indiana Career Resource Center has focused on career development programs that relate the world of work to the world of education. There have been occasions when pioneering efforts were necessary to provide quality staff development programs. Many of these efforts resulted in products which have been duplicated or shared with others because of their usefulness.

A portion of this issue is being devoted to the presentation of a number of these products with comments regarding their content and availability. In some cases the products are in need of updating, while in other cases preview or cost-recovery purchase is available from the Center.

Since this issue is being received for the first time by a number of new readers and since many other subscribers have learned of the products in piecemeal fashion, we thought it would be useful to devote a single issue to the resources we have developed and found useful through field testing. We would urge that you write regarding any unanswered questions about the materials described.

Printed Materials

Brochure and Cassette — The career education infusion process will happen only when teachers, counselors, administrators, school board, business/industry, and parent community members are committed to the concept of career education. The Center advertises its capabilities to assist these persons in a curriculum infusion process through distribution of a brochure and cassette tape among other methods including "word of mouth."

The brochure describes a professional career development model to effect growth among Indiana's educators in four interrelated learning components: Awareness, Anticipation, Application, and Assimilation. Since the major vehicle for implementing career education is an infusion process, in-service programs are tailored to local needs and local curricula. A tear-off form is provided for interested persons to request the *Career Digest*, the Center's annotated bibliography, *Resources for Career Development*, in-service workshops, and the loan of a 12-minute cassette tape which describes more fully the kinds of consultant services available from the Center.

* Availability: free on request.

Career Digest — The *Career Digest*, published monthly eight times a year (October through May), reports on

career education happenings at all levels — local, state, and national. We share with our approximately 3000 readers career education practices that work and other up-to-date information and ideas in the field.

* Availability: free to Indiana residents; out-of-state subscription, \$2.00 a year (eight issues).

Career Awareness and Planning Process, Parts I, II, and III (C.A.P.P.) — Designed for use in upper middle and high schools, each C.A.P.P. component booklet has a specific orientation.

Part I describes in detail how to implement a system for coding and arranging job-describing printed and non-printed materials. This process would be most useful to those setting up or reorganizing career information into a centralized location within a school. The main objective is that materials be easily accessible to students and encourage job exploration with minimal assistance.

Part II provides a systematic and structured facilitator's guide in career planning for group use. It provides assistance to individuals teaching in the area of career development, counselors, peer advisors, or paraprofessionals by taking student groups through an 18-session process. A variety of group activities and discussion guides focus on these areas: self-awareness, values, work-related values, interest testing, job exploration, and world-of-work awareness. The closing sessions are devoted to decision-making.

Part III is similar to Part II in that the same systematic process is followed. It is a self-help career planning guide that does not necessarily have to be consumable. Students are encouraged to go through the book at their own pace. C.A.P.P. is very useful for students who have no opportunity for intensive career planning or who are having difficulty in making career choices.

* Availability: presently being reprinted, the booklets may be requested in late summer either separately or as a unit for the nominal cost of printing.

Selected Tests for Assessing Career Development — This publication describes over 30 commercially published tests useful in career choice and focusing on career development, vocational interest, personality, special aptitude, and self-concept areas of measurement. Each instrument included is presented under a common format — test description, test administration, interpretation of results, and overall usability.

* Availability: The publication is presently being reprinted and will be available starting in the summer for the nominal cost of printing. Except for the special aptitude tests, the Center has sample packets of the described tests which are available for short-term loan and inspection prior to selection and purchase from the publisher.

College to Career: Implementing Careers through College Majors — This booklet, designed to aid college students in relating their academic programs to their career goals, attempts to cluster various occupations around specific degree programs offered at Indiana University at South Bend. Students utilizing this booklet may be able to relate either their college major to potential future areas of employment or relate a given career aspiration to an appropriate college major.

* Availability: Although this booklet is no longer available in quantity, loan copies may be requested for two-week perusal and return.

Directory of Specialty Training Opportunities — Making a wise post-secondary educational decision requires accurate information. In the past those individuals who chose career areas that required a four-year baccalaureate degree have been fortunate, for there have existed many readily available information sources for their decisions. The same has not been true for those who chose vocational-technical career areas.

This directory with its listing and description of 100 local proprietary school and vocational-technical training programs is an attempt to meet that need. The description of each program includes the training offered, placement services available, and other pertinent information, e.g., accreditation, financial aid, refund policy, etc.

* Availability: This directory is presently being updated by another institution. Availability information may be requested after the summer, 1978. A loan copy is available.

People in Careers: A Directory of Human Resources in the South Bend-Mishawaka Community — Aimed at helping students learn about the range of careers available to them, this directory lists over 325 area "human resources" to assist in this process. The persons listed are local to South Bend and are placed in one of Holland's six categories according to the characteristics of the job they hold: (1) Social, (2) Realistic, (3) Enterprising, (4) Investigative, (5) Conventional, and (6) Artistic.

The directory helps open the door between the school and the community. It illustrates that all communities are rich in people who can supplement classroom learning experiences with real world experiences.

★ **Availability:** Although the directory is no longer up-to-date, loan copies may be requested for short-term perusal and return.

Cardboard Computer Approach to Accessing Career Development Media — This printed publication describes a model for classifying career development media. The factors dimensioned in the model are as follows: age/grade level of students/clients, curriculum areas being infused, career development elements (student outcomes), and type of media format.

The first section of the document describes the classification model and method of access, and the second section describes a method for managing a career information center to house the media.

★ **Availability:** Presently being reprinted, the 18-page booklet will be available starting in the summer for a nominal cost of printing.

Resources for Career Development: An Annotated Bibliography (revised, summer, 1978) — The Center's bibliography is a catalog of published materials which are in multi-media format and are useful in the classroom or counseling office for career development purposes. Over 1500 media resources housed at the Center are annotated and grouped according to type of media: printed materials, sound filmstrips, games/simulations, audio tapes and records, kits, test instruments, motion picture films, film loops, transparencies, video tapes, and slide programs. A series of cross referenced charts index the media according to age/grade levels of the user, academic curriculum relationship, and career development goal areas.

★ **Availability:** The resources annotated in the bibliography are available for loan (free to Indiana requestors) for short-period use. The bibliography is presently being updated and reprinted and will be available starting in the summer on a print cost-recovery basis.

Tests

Comparative Career Search — A vocational interest test with an audio-visual format, this survey consists of three elements: (1) a 72-item paired-picture filmstrip projecting people in work tasks and broadly covering significant occupations in which Americans work, (2) a cassette tape of directions and music to

pace an approximate 20-minute session, and (3) a hand- or machine-scored separate answer sheet which includes interpretation information on the reverse side. Adult validated and youth normed, the instrument produces results relating to the work environments described by John Holland's theoretical model.

★ **Availability:** The filmstrip and cassette are available for short-term loan. It is anticipated that answer sheets will be available on a cost-recovery basis once the student norming project is completed (summer, 1978).

Films

A Total Community Approach to Career Education — This 11-minute film documents the conception and development of the Indiana Career Resource Center. It is a behind-the-scenes perspective of the Center's services.

★ **Availability:** free loan to Indiana residents, \$10.00 out-of-state requests. Purchase price is \$175.00.

Dawn to Dusk I — As the career education concept flourishes in Indiana, the Center has documented several elementary infusion activities in the subject matter areas of science, language arts, home economics, social studies, and math. These color film vignettes provide a springboard for curriculum design at the elementary level.

★ **Availability:** free loan to Indiana residents, \$10.00 out-of-state requests. Purchase price is \$225.00.

Dawn to Dusk II — This sister film to "Dawn to Dusk I" focuses on secondary infusion activities. A "careers class" is depicted in the first vignette. Then, in a middle school language arts setting students explore career material. The third vignette links biology to the world of work. The final two parts look at community resources and work experience as methods of infusion.

★ **Availability:** free loan to Indiana residents, \$10.00 out-of-state requests. Purchase price is \$225.00.

The American Group — Groups and their effects on people in one small North American town are the focal point of this film. Produced with a grant from the National Endowment for the Humanities, it was shot in North Manchester, Indiana. Chronologically, the film explores our groups from birth to death: the family, peer groups, pressure groups, religious organizations, social clubs, and civic groups.

★ **Availability:** loan to Indiana residents, \$5.00; out-of-state requests, \$10.00. Purchase price is \$225.00.

CETA in Indiana — This film explains the structure of services of the Comprehensive Employment Training Act. It also portrays how and who CETA helps: women training for nontraditional jobs, Viet Nam vets in contributing roles, rural youth as stone carvers, working artists, and the handicapped helping the handicapped.

★ **Availability:** A single copy is available for loan from the Center. Additional copies are available from:

Indiana Office of Manpower
Development
150 West Market, 7th Floor
Indianapolis, IN 46204.

Freedom Training (a women and minorities film) — This 1977 production portrays the relationship between education and work. It explores the lives of 11 women and minority persons who have crossed the barriers into nontraditional training. Their on-the-job comments provide young people with work alternatives they may never have considered. Expect the unexpected.

★ **Availability:** free loan to Indiana residents, \$10.00 out-of-state requests. Purchase price is \$225.00.

Slide/Cassette

Artist as a Resource — In a slide/sound interview with a regionally recognized artist, this sculptor and potter gives his perspectives on art, teaching, and young people in our changing society. The slide photography captures the working world of an artist.

★ **Availability:** free loan to Indiana residents, \$5.00 out-of-state requests. Purchase price is \$60.00. ■

Career Digest

Published monthly by
Indiana Career Resource Center
1201 S. South Greenlawn Avenue
South Bend, Indiana 46615

Funded by
State Board of Vocational and
Technical Education
Indianapolis, Indiana 46204

In Cooperation with
Indiana University
South Bend, Indiana 46615

Director: Gerald O. Dudley
Editor: Maree B. Zawoysky
Graphic Artist: Roger Penrose

VIII. FUTURE PLANS, DIRECTIONS:

- Career Education funding expanding role in entire school systems.
- Closer linkages with Vocational Education.
- Expanded role in adult/career development.
- Media production-filling gaps where there are special needs.
- Assessment and evaluation assistance.

IX. PROFESSIONAL STAFF RESOURCES (give brief but explicit outline of each staff member's areas of service and expertise):

Gerald Dudley, Ph.D., Director of Indiana Career Resource Center and Career Education Consultant. (Purdue, 1970)

Job Description: Directs the Center staff of 7 keeping funded project objectives in focus. Coordinates fiscal management and personnel activity in line with policies and practices of Penn-Harris-Madison School Corporation. Coordinates proposal writing and report preparation in concert with fiscal sponsor requests. Provides consultant assistance in workshop preparation and delivery.

Areas of Speciality: Career Development theory; measurement, testing, and evaluation; curriculum design and infusion; proposal writing; career guidance program development; and staff development program development.

Paul L. Smith, Jr., Career Education Consultant.

This is my seventh year of employment as a career education consultant for the Indiana Career Resource Center. During this period my duties have varied from an apprentice position of learning the rationale for career education to the application of that rationale in in-service workshops.

The 30-foot mobile training unit has also been my responsibility. This entailed a preventative maintenance program as well as the preparing the vehicle for travel throughout Indiana.

Scheduling for in-service workshops and the keeping of the Center's consultant staff calendar coordinated to workshop assignments is another of my responsibilities.

My years of experience as a teacher, administrator and owner of my own business have enhanced the performance of my Center activities.

Flying, Hunting and Fishing are an important part of my life.

Betty Morrison, Administrative Assistant.

- Assist Dr. Dudley in the overall operation of the Center.
- Serve as the liason person for Penn-Harris-Madison School Corporation.
- Order all purchase orders, preview and write for new materials.
- Do initial cataloging of materials using Dewey Decimal system for printed materials and key sort system for media.
- Handle all aspects of the budget.
- Coordinate workshops.
- Bookkeeper for all projects.
- Help with clientele when needed.
- Supervise clerical and maintenance staff.

SEE ATTACHED SHEET (D)

(D)

IX. PROFESSIONAL STAFF RESOURCES

Jim A. Meuninck, Career Education Consultant.

In addition to my ability to assist educators with in-service workshop design and presentations, I consider the following four areas as personal assets:

1. Reduction of Sex Role Stereotyping in Vocational Education. I filmed and edited Freedom Training, a 16mm film to effect enrollments of minorities and women in non-traditional vocational training areas. Further, I have designed a four-part program to reduce Sex Role Stereotyping in the secondary school classroom. This program was featured in the Florida Vocational Journal. In 1978, I took part in a 5-day workshop to increase my skills in dealing with Sex Bias. I am a resource person for the state of Michigan in affirmative action areas related to Sex Role Stereotyping.
2. Multi Media development, especially in the areas of 16mm motion pictures, slide/sound, and filmstrip production.
3. As editor of the Career Digest, I have acquired experience in non-fiction writing and editing. Typography and graphic arts are two other areas of interest.
4. Knowledge of funding sources and proposal writing.

Jan Barcus, Career Education Consultant.

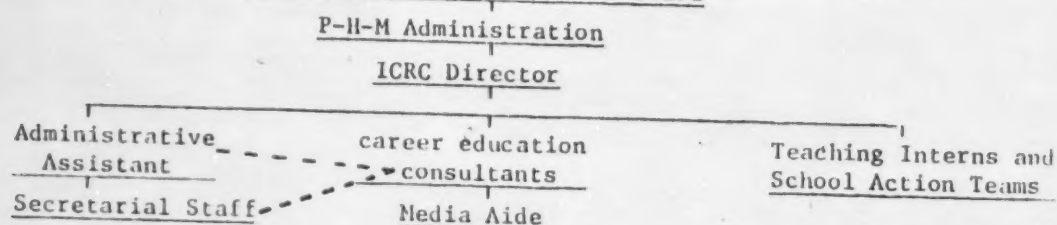
- Supervise lending library of materials.
- Career planning and counseling with adults.
- Provide job/training information to drop-in clientele.
- Career Awareness and Planning Process, 1977 Parts I, II, and III (for use in Indiana Secondary Schools)
- Consult with individuals/groups on:
 - . selection of career development materials
 - . purchase of career development materials
 - . utilization of career development materials
 - . setting up resource Centers
- Career Education Consultant
 - . plan and design workshops according to needs of requesting parties (team planning)
 - . present career education concepts and techniques for infusion in workshop settings to educational organizations (team and individual)
 - . present overview of ICRC to those individuals and groups visiting Center
 - . Consult with teachers and counselors on how they may more effectively deal with promoting career development in their situation

Areas of interest:

- Career development with adult population.
- Peer counseling with career planning focus.
- Upgrading the role in guidance counselors.

page 5

X. ORGANIZATIONAL CHART (include a very simple diagram of your project):
Penn-Harris-Madison School Board



XI. INFORMATION NEEDED FOR STATE OF YOUR STATE PUBLICATION (This publication will include a profile of Indiana's dissemination activities as requested by the Feds. Answers should be BRIEF. To fully understand the intent of the questions, see the attached paper with the original questions; PAGE 7):

- A. Forces of change (cite significant legislative, historical, economic, or educational policies or forces which influence educational improvement in Indiana; questions 1,2)

Career Education Incentives Act
 Section 134 Vocational Education Act
 YETP Legislation
 Indiana State Plan for Career Education
 SINK Resolution (Indiana DPI)

- B. Dissemination programs and resources (briefly describe your project in terms of its contribution to educational dissemination in Indiana; questions 3,4,5,7,8,11)

SEE ATTACHED DESCRIPTIONS OF INDIANA CAREER RESOURCE CENTER
 (E)

- C. Dissemination actors (identify the linkers in Indiana, i.e., those who put people in touch with resources; question 9)

Ed Hornback
 Kim Powers

DESCRIPTION OF INDIANA CAREER RESOURCE CENTER
South Bend, Indiana

Location: 1201-09 South Greenlawn Avenue, South Bend, Indiana, 46615, adjacent to Indiana University at South Bend.

Staff: Director: Dr. Gerald Dudley; one-half time director, one-half time IUSB Division of Education faculty member.

Four full-time Career Education consultants with secondary responsibility for publications, media production, scheduling, community involvement, and equipment management. Other staff include one office manager and four secretaries; two media specialists/library aides; and one commercial artist.

Origin: In the late 1960's the Center was conceived as a means to reposit resources that local secondary school counselors might use in career counseling with "immediate employment" graduating seniors. Funding by the Indiana State Board of Vocational and Technical Education allowed experimentation with the resources and an opportunity for a loan service of locally-prepared and commercial media effecting career development throughout the kindergarten to high school grades.

In the early 1970's the resources and consultant services of the Center were expanded and made available to the 310 school systems within Indiana. A Mobile Training Unit was purchased to provide in-service training capabilities. The following functions are now standard:

1. Inservice Career Education Training: 250-300 training sessions are conducted each year with Indiana educators in their local setting. Experiential in nature, the work sessions are tailored to include awareness of concepts through curriculum integration activities.
2. Career Education Consultation: many school systems or individual educators have requested and received assistance with ideas to improve career education and guidance in their locale. Assistance with media production, program format, syllabi, resource centers, evaluation, community involvement, and program management are examples of areas of involvement.
3. Preservice and Career Education Convention Presentations: over 50 opportunities each year have been taken to acquaint persons in college classes and professional meetings throughout the nation with the concepts and opportunities in the Career development of youth.
4. Media Center Display and Loan: nearly 2,500 pieces of career development materials are annually loaned, delivered, or mailed to Indiana educators and many more avail themselves of the resource display room where browsing and experiencing are expected. Small groups and individual educators are oriented and assisted by members of the staff.
5. Community Outreach: the development of educator and community

group communication has been facilitated in the South Bend area and other areas as well. Examples of outcomes or agency involvements are: Women's Career Counseling Center (South Bend), Career Guidance Institute, Kiwanis, Rotary, Urban League, CETA, Labor Unions, Chamber of Commerce, Volunteer Service Bureau, YMCA, YWCA, Explorer Scouts, etc.

The activities of the Center staff are carried out in concert with the goals of the Indiana State Plan for Vocational Education.

Publications:

- Implementing Career Education - an advertisement mailer to acquaint Indiana educators with Center services and to generate requests for publications and consultation.
- Resources for Career Development - An Annotated Bibliography - A 150 page catalog of resources useful in effective career development. Locally published, the catalog is soon to go into 4th printing.
- Three 16mm sound/color films:
 - A Total Community Approach to Career Education
A documentary on the development of the Center and the services provided.
 - Dawn to Dusk I
Specific career development experiences in grades K-6 are filmed and supported by student and educator interviews. Expressed feelings about career education viability are provided.
 - Dawn to Dusk II
Career Education experiences in grades 7-12 are documented and student/teacher feelings expressed.
- A periodical newsletter, Career Digest, provides a national circulation of 3,500 readers with editorial comment and program description ideas within career education.
- People in Careers - A model directory of over 325 persons in the South Bend area willing to avail themselves or their work-site as a resource to assist youth in career planning.
- Directory of Specialty Training Opportunities in the South Bend-Mishawaka Area - A model directory annotating helpful information regarding the post-high school offering of 100 preparatory programs in the greater South Bend area. This information supplements published material relating to baccalaureate offerings in area colleges and universities.

SEE INSERT ON MORE RECENT PUBLICATIONS
(Career Digest following page 3)

D. Client impact (identify the extent to which teachers and administrators in local schools are aware of, knowledgeable about how to use, and regularly using your service; question 10)

	EXTENT				
	Very few (0-9%)	Some (10-39%)	About Half (40-60%)	Most (61-90%)	Nearly All (91-100%)
<u>Teachers are...</u>					
Aware of	☐	☒	☐	☐	☐
Knowledgeable about how to use	☐	☒	☐	☐	☐
Regularly using	☐	☒	☐	☐	☐
<u>School Administrators are...</u>					
Aware of	☐	☐	☒	☐	☐
Knowledgeable about how to use	☐	☒	☐	☐	☐
Regularly using	☒	☐	☐	☐	☐

E. The future (identify the areas in Indiana's dissemination plans that need improvement; questions 12,13)

Difficult to answer in that Indiana does not have a dissemination plan.

FROM THE STATE OF YOUR STATE

discussion questions used at the National Dissemination Forum, August 1978

(NOTE: USE THESE QUESTIONS TO HELP YOU ANSWER #X1)

FORCES FOR CHANGE

1. Are there any significant legislative mandates, board of education priorities, or state education agency programs that provide incentives or create requirements for educational improvement in your state?
2. What are the other important historical, social, economic, or educational forces that significantly influence education dissemination and school improvement in your state?

DISSEMINATION PROGRAMS AND RESOURCES

3. Give a short representative list of the most important or interesting dissemination efforts or services provided by the state education agency (SEA). Please explain why these are of particular interest or importance.
4. Which of the programs operating in your state have any especially interesting or truly unusual dissemination efforts that might provide models or ideas for others, e.g., bilingual education, career education, women's equity, Right-to-Read, vocational education, occupational and adult education, education of the handicapped, or others. Please describe their special dissemination characteristics or accomplishments.
5. What other (non-SEA) agencies (e.g., colleges of education, school districts, professional associations, advocacy groups, intermediate units) are an important part of educational dissemination activities in your state? (Please describe briefly each type of agency, its clientele, and its major dissemination activities or services.)
7. What information/product retrieval services are available in your state? Please identify and describe them briefly.
8. Does your state (or localities in your state) have one or more formalized processes for identifying and validating educational practices? If so, how long has it been in operation? How well does it seem to work? What are its key characteristics? How is the process linked to dissemination?
11. Please identify and describe briefly the dissemination activities in your state of which you are most proud.

DISSEMINATION ACTORS

9. Are there persons in the state who are identified and charged with linking functions, that is, with putting people in touch with resources? Approximately how many are there? Where are they located?

COORDINATION AND EXCHANGE

6. Do representatives of the various agencies or groups meet to discuss dissemination issues? If so, how often? Who meets? What are the major issues? Have cooperative arrangements been used?

CLIENT IMPACT

10. To what extent are teachers and administrators in local schools aware of, knowledgeable about how to use, and regularly using the various dissemination services in your state? How good is your data?

THE FUTURE

12. Please identify and describe the areas in your state dissemination plans and operations that are most in need of improvement.
13. What do you expect to accomplish with regard to dissemination activities within the state in the next five years (information services, technical

I. PROJECT INFORMATION

Title of service or center: Indiana Curriculum Materials Center

Address: TAW 200, Indiana State University, Terre Haute, IN 47809

Phone: (812) 232-6311 Ext. 5884/5

Project director: Dr. Ivan V. Simmons

Names and titles of professional staff members:

Harold Williams, Curriculum Coordinator

Sally Mathews, Media Coordinator

Tess Scheck, Materials Coordinator

II. GOALS AND OBJECTIVES (as in project proposal):

1. Collect, catalog and disseminate curriculum materials
2. Design, produce and field test curriculum materials
3. Provide technical assistance and consultant services
4. Provide duplication services
5. Provide curriculum materials and media for (1) disadvantaged and handicapped, (2) elimination of sex-role stereotyping in vocational education and (3) non-English speaking students
6. Attend workshops, inservice and professional meetings
7. Provide representation to regional and national curriculum groups
8. Provide management, supervisory, professional and clerical personnel to perform objectives

III. NOTE list of materials which are available in the network; e.g., curriculum, IAC, etc.):

We supply classroom teachers, supervisors, teacher educators and in-service teacher educators in Indiana with instructional materials ready for use or adaptable for use in on-going vocational programs. Our contact with ECCMC and NNCCVTE enhances our efforts to carry out this task on a regional and national basis.

IV. TARGET AUDIENCES (who do you serve? are there limits?):

We serve those who serve vocational education in Indiana.

Limits are: Teachers, Pre-service and In-service Teacher Educators, Supervisors, curriculum developers, the Division of Vocational Education and the State Board of Vocational and Technical Education, Vocational Directors

A. Library or media collections

1. Types of materials and approximate count in each (e.g., books, films)

Cataloged audiovisual materials: 143 titles Cataloged printed materials-529 titles
Cataloged Consumer and Homemaking Education resource kits: 118 titles

2. Selection/acquisition policy (how do you determine what to buy?)

Content experts (teachers) review materials considered for acquisition. Recommendations for acquisition are received from around the state; from curriculum developers, state consultants, SBVTE staff. Materials are also received through the ECCMC network.

3. Organization system for collections (e.g., Dewey Decimal, etc.)

Our own simplified system is used. It is based on USOE code by service area and an acquisition number.

4. Retrieval system (ways of locating material by subject, author, etc.; card catalog, McBee sort cards, etc.)

A card catalog system arranged by service area (discipline) and publication title.

5. Loan policy for materials in collections (to whom? can they borrow? can they get photo copies? by phone, visit, letter?)

Materials may be borrowed by educators within Indiana for previewing. There is a two week loan period on printed materials and one week for audiovisuals. Materials can be requested by phone, mail or direct visit. All materials are sent UPS and audiovisual materials are also picked up by UPS at the Center's expense.

B. Other resources

1. What specialized files do you have (e.g., data collections, resource referral files, mailing lists, etc.)

Media: a vertical file of producers and publishers, sources of free materials

2. Do you have access to resources outside your center? (e.g., Lockheed, INDIRS, computer services, etc.)

Yes. We have access to the ISU computer system, OCLA, ERIC, ECCMC, NNCCTVE, NAVTEC Skill Bank and VEIS, Bloomington.

VI. SBVTE CLAS:

A. Direct (person to person)

Awareness level activities:

Presentations at workshops
 Presentations to in-service groups
 SBVTE & DVE

Understanding level activities:

Working with curriculum developers to select resources
 Working with supervisors to select and adapt materials

Mastery level activities:

Working with teachers and curriculum developers to select, adapt & implement materials

Printing of curriculum materials submitted by curriculum developers within the state and providing these materials at cost/recovery or free to vocational educators.

Providing a resource center of printed and audiovisual materials for loan/review purposes for vocational educators within the state.

B. Indirect (through other media)

Flyers and handouts are provided by the media coordinator to selected groups to disseminate selected information; i.e. working with special needs students, taking pictures, open house tips, selecting classroom audiovisuals, including affective learning in the vocational education class, etc.

Catalogs and flyers listing resources available from the Center are disseminated throughout the state. Catalogs listing materials developed in Indiana and printed at ICMC are sent out nationwide.

VII. ACTIVITIES (e.g., research, administration, etc.):

Distribution of SBVTE funded materials
 Printing SBVTE approved materials

The ICMC has plans to increase its capacity to work with other state projects to develop and produce multi-media vocational education materials. Also, the Center is striving to develop better procedures for evaluating, reviewing and introducing vocational instructional materials.

IX. PROFESSIONAL STAFF RESOURCES (give brief but explicit outline of each staff member's areas of service and expertise):

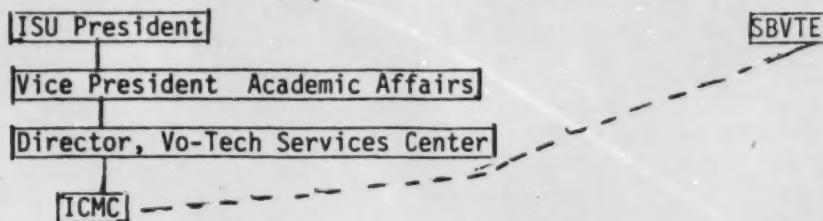
Dr. Ivan V. Simmons, Director: Supervises general operations of the ICMC, budget control, promotional activities; serves as official contact person to the SBVTE and liaison to ECCMC and NNCCVTE, represents the ICMC at in-state and out-of-state professional conferences and conventions

Harold Williams: Consults with local administrators, teachers and curriculum specialists developing and/or revising vocational curriculum; selects material for all service areas, present in-service programs; supervises print shop and printing activities

Sally Mathews: Media production for all service areas, works with review teams to review, field test and evaluate media for all service areas; coordinates photography and media related needs of the ICMC, develop center promotional media materials, develop and maintain a media resource file; edit media materials originating both in the center and from ICMC consumers; provide copyright information; assist vocational teachers to adapt media to existing programs; technical assistance and advice on media to the DVE & SBVTE, local administrators and teacher educators

Tess Scheck: provides general office management; supervises dissemination of materials; supervises cataloging of materials received by ICMC; edit printed materials; develop ICMC promotional materials; coordinates ICMC catalogs

X. ORGANIZATIONAL CHART (include a very simple diagram of your project):



XI. INFORMATION NEEDED FOR STATE OF YOUR STATE PUBLICATION (This publication will include a profile of Indiana's dissemination activities as requested by the Feds. Answers should be BRIEF. To fully understand the intent of the questions, see the attached paper with the original questions; PAGE 7):

- A. Forces of change (cite significant legislative, historical, economic, or educational policies or forces which influence educational improvement in Indiana; questions 1,2)

The SBVTE has placed a priority on performance based vocational education curriculum and the ICMC is an integral part of the curriculum team in Indiana to accomplish this priority.

- B. Dissemination programs and resources (briefly describe your project in terms of its contribution to educational dissemination in Indiana; questions 3,4,5,7,8,11)

Products developed in Indiana are disseminated to local vocational programs and to the ECCMC member states. Products developed in NNCCTVE states are available to vocational educators in Indiana for review.

- C. Dissemination actors (identify the linkers in Indiana, i.e., those who put people in touch with resources; question 9)

All members of the ICMC staff

- D. Client Impact (to determine the extent to which teachers and administrators in local schools are aware of, knowledgeable about how to use, and regularly using your service; question 10)

	EXTENT				
	Very Few (0-9%)	Some (10-39%)	About Half (40-60%)	Most (61-90%)	Nearly All (91-100%)
<u>Teachers are...</u>					
Aware of	☐	☐	☐	☐	☐
Knowledgeable about how to use	☐	☐	☐	☐	☐
Regularly using	☐	☐	☐	☐	☐
<u>School Administrators are...</u>					
Aware of	☐	☐	☐	☐	☐
Knowledgeable about how to use	☐	☐	☐	☐	☐
Regularly using	☐	☐	☐	☐	☐

- E. The future (identify the areas in Indiana's dissemination plans that need improvement; questions 12,13)

There appears to be a need for the different dissemination groups within the state to be described in a manner which will permit potential users of their services to identify the organization which offers the services needed.

APPENDIX G

NETWORK PRODUCTS

INDIANA VOCATIONAL EDUCATION INFORMATION DISSEMINATION SERVICES

KEY

1 = CAREERS RESOURCE PROJECT
3501 First Avenue
Evansville, IN 47710
Contact: Gilda Hafele
Phone: (812) 464-2587

2 = HUMAN RESOURCES PROJECT
E & T Bldg., Room 1107
799 West Michigan Street
Indianapolis, IN 46202
Contact:
Phone: (317) 264-2981

3 = INDIANA CAREER RESOURCE CENTER
1201-09 S. Greenlawn Avenue
South Bend, IN 46615
Contact: Jan Barcus
Phone: (219) 289-2851

4 = INDIANA CURRICULUM MATERIALS CENTER
Indiana State University
TAW 200
Terre Haute, IN 47809
Contact: Sally Mathews
Phone: (317) 232-6311, ext. 5984/5985

5 = VOCATIONAL EDUCATION INFORMATION SERVICES
Indiana University Library, W501
Bloomington, IN 47405
Contact: Jo Brooks
Phone: (812) 337-7751/8711

SERVICES AVAILABLE / MATERIALS AVAILABLE	Audio visual	Career education and guidance	SBVTE-funded projects	Vocational education curricula	Vocational education research and exemplary
Offer printed catalog of resources	1,3,4	1,3,4		4	
Provide reference/ information services	1,3,4,5	1,3,5	4,5	4,5	5
Loan materials	1,3,4	1,3,4	3,5	4	5
Offer photocopies or microcopies of documents		1,5	5	5	5
Search national data bases for material	5	5	5	4,5	5
Consult on content and/or production of materials	1,3,4	1,3	3,4,5		4,5
Consult on quality, use or implementation of materials or curriculum	1,3,4	1,3	4	4	
Offer inservice training/workshops	3,4	3	2,3,5	2,3	3,5
Develop, publish, and produce new materials	3,4	1,3	3,5	2	5
Print and store materials	4	4	4	4	4
Distribute and market materials	1,3,4	1,3,4	3,4,5	4	5

**Let us
tell you
where
to go . . .**

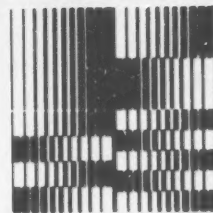
. . . for the resources and services you need

- **audio-visuals**
- **curriculum materials**
- **free loan libraries**
- **research results**
- **staff development**
- **technical assistance**

How often have you searched for a film, a consultant, a new course outline, a teaching unit, research findings, or someone to call for advice?

The State Board of Vocational and Technical Education funds four centers to link Indiana educators with a network of resources and services.

One of the following centers can help you.



Indiana Curriculum Materials Center

Free Loan Service

A collection of vocational curriculum and audiovisual materials is available for free loan. All materials are sent via United Parcel Service (UPS) at ICMC expense. Audiovisual materials are picked up by UPS on the date they are due. A free catalog and presentations about ICMC services are available.

Printing and Distribution

Vocational materials developed in Indiana are printed and stored at the ICMC and made available to Indiana educators at a low, cost-recovery price.

Inservice Programs and Consulting Services

The staff offers inservice programs and consults with educators on locating, selecting, adapting, and using curriculum materials and instructional media. A special needs coordinator is available to assist educators in selecting materials for special needs students.

Curriculum Searches

The ICMC offers a national curriculum search service. It searches through the National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE).

Media Development

Production, reproduction, and development of audio tapes, slide / tapes, video tapes, transparencies, and graphics are available on a priority-selection basis.

Indiana Curriculum Materials Center (ICMC)
Indiana State University, TAW 200
Terre Haute, IN 47809
(812) 232-6311 ext. 5884/5885

Vocational Education Information Services

Information Searching

The service specializes in finding information. Using its own resources and those of the Indiana University Libraries, the staff can help you answer questions such as *who, what, why, when, how, or how many*. They can look for educational statistics, refer you to a single book, or prepare a specialized bibliography for you from more than 80 computerized data bases.

Free Loan Service and State Project Library

The service collects, indexes, and loans proposals, final reports, and products of SBVTE-funded projects. It also has research and development documents from other states and many publications from the National Center for Research in Vocational Education. In addition to its own collection, the service loans ERIC microfiche and other documents from the Indiana University Libraries.

Publishing and Dissemination

The service revises, edits, and publishes a series of project reports, project abstracts, information brochures, and the newsletter *Communique*. It disseminates products and information about the outcomes of SBVTE-funded projects.

Consulting Services

Staff members consult with project directors to help them design products and final reports that are suitable for wide dissemination.

Vocational Education Information Services
Indiana University Library, W501
Bloomington, IN 47405
(812) 337-6711 or 337-7751

Careers Resource Project

Free Loan Service

The CRP is funded to provide southern Indiana educators with vocational career exploration and guidance materials. Materials of all media formats are purchased, cataloged, and loaned for one week. A free catalog is available.

Consulting Services

The staff consults with educators to help them select vocational career exploration and guidance materials pertinent to their classroom needs. The center is designed to accommodate and encourage walk-in traffic.

Careers Resource Project (CRP)
3501 First Avenue
Evansville, IN 47710
(812) 464-2587

Indiana Career Resource Center

Free Loan Service

The ICRC is funded to provide central and northern Indiana educators with vocational career exploration and guidance materials. Materials of all media formats are purchased, cataloged, and loaned for educational use for a maximum two-week period. A catalog is available for the print recovery cost of \$2.00 (out-of-state \$6.00).

Inservice Programs and Consulting Services

Professional development and consultation programs are offered statewide in the areas of:

- career curriculum development and infusion
- use of community resources
- assessment and evaluation
- sex equity awareness
- vocational counseling

Media Development

Media production and consultation services are available in the areas of film, sound-film, and various promotional systems. A descriptive brochure is available.

Indiana Career Resource Center (ICRC)
1205-09 S. Greenlawn Avenue
South Bend, IN 46615
(219) 289-2851

APPENDIX H

REPORT OF OBSERVATIONS, CONCLUSIONS,
AND RECOMMENDATION TO
VOCATIONAL EDUCATION INFORMATION SERVICES

REPORT OF OBSERVATIONS, CONCLUSIONS, AND RECOMMENDATIONS
TO THE VOCATIONAL EDUCATION INFORMATION SERVICES

by

Joel H. Magisos

June 2, 1979

General Statement

The Vocational Education Information Services project has reached the general goals stated in the proposal (10-1-77 - 9-31-79). Artifacts of project activity (e.g., Communique, Information Series) evidence high quality in every respect. The project staff members are well qualified, appear deeply committed to the project's objectives, and have shown remarkable professional growth. Based upon its earlier accomplishments, the project has potential for making a more comprehensive contribution to vocational education program improvement in Indiana by expanding its goals.

Progress Toward General Goals

- A. To develop a comprehensive, multifunctional system for acquiring, organizing, storing, and disseminating research and development information which will meet the identified needs of vocational educators in Indiana.

The decision to associate with the Indiana University library, to limit the size of the local collection, and to provide services to high priority users have been both strategically sound and realistically necessary because of resource levels. The user survey will prove to be a useful tool for immediate decision making and will serve as a bench mark for later comparisons. The number

of requests serviced was small as had been planned and may serve as a baseline experience for expansion of these services if resources will permit. Efforts to articulate with other organizations have been especially commendable and constitute a real dimension of leadership which has been added to the state scene.

Consideration must be given to an expansion of search services or to referring requests to other service vendors so that local education agencies may have the direct benefit of this capability; however, giving priority to state-level policy and decision makers is wise. Should services be expanded, shelf products will be needed which can meet the needs of high frequency users. Reconfiguring shelf products from ERIC and RRS offers cost advantages. Future consideration might be given to electronic hook-up with collaborators within the state, development of a project tracking system linked to the National Center, and extensive user training efforts.

- B. To continue to develop and disseminate publications of quality Indiana research and development products to appropriate state and national target audiences.

The completed products in the Technical Report series and Information series are a credit to Indiana and are undoubtedly useful, especially to vocational education administrators and program developers. They have high visual impact, meet external criteria (such as ERIC selection standards), and are an innovative approach to disseminating the results of state administered projects (i.e., a series rather than a hodge-podge of developer-initiated project reports). Commendable is the work done with

National Center staff to both develop and use a standard approach to publication formatting. This collaboration led to the Writer's Guide which has been distributed nationally and is being considered for inclusion with Federal solicitations for proposals and grant applications. Acceptance of the series was evidenced in conversation with an outside consultant, a developer, and a state administrator.

Some consideration should be given to differentiated targeting of publications to specific audiences in the state. This is not to say that the excellent series should be stopped, but that some "spin off" publications might be developed for other audiences. These might be in the form of brochures for school board members ("What is PBVE?"), pamphlets for administrators ("What would PBVE do for my school's vocational program?"), or handbooks for local directors ("How do I develop a PBVE program in my department?") The idea here is to put the right tools in the hands of all who must take part in a program improvement -- the policy maker, the administrator, and the vocational education practitioner. From time to time, it may be useful to synthesize several reports and related literature. We discussed several levels of knowledge transformation during my visit.

Some New Directions

Over time, the project has potential for providing more service, raising the quality of program improvement activity in the state, and linking resources (i.e., materials, ideas, and data) to programs.

The provision of more information search services was addressed earlier. There may be other services which grow out of regular activities and the contacts which the project has made; for example --

1. Referrals to state and national organizations
2. Referrals to consultants (Implies a data base on qualified people)
3. Distribution of others' products
4. Training in the use of information services and the use of research findings

Raising the quality of program improvement activities could be accomplished only with the full cooperation of the sponsoring agency. It could be developed incrementally by making interventions at various points in the process. A few examples follow:

1. Training workshops in proposal development
2. Literature searches for use in RFP development, assistance with RFP's
3. Assistance in the review and selection of contract bids
4. Preparation of bibliographies and/or publications for use by proposers and later by contractors
5. Training workshops for new project directors
6. Consultation with project directors on the specifications for planned products and reports; assistance with the reports
7. For the state office, review of draft products and recommendations of changes

8. Continuation of present publication development activity plus differentiation of product types.

Linking of resource systems to programs in need of assistance could be a very significant new direction for the project. The basis for such a service is in place (i.e., command of databases used for information services, communications network). The goal would be to find an appropriate resource and help to arrange assistance (i.e., training or technical assistance) in implementation. The idea here is to take responsibility for increasing probability of successful adoption, adaptation, and/or implementation rather than the less assertive role typical of most information providers.

Some Special Considerations

The future success of the project will depend, in a large measure, on the satisfaction of the sponsoring agency, host institution, and target audience.

The project should be working on the sponsor's priorities, accepting an instrumental role in doing so. The project's activities should be aimed at achieving the sponsor's goal for program change or improvement. Improvement in information services and dissemination capability will not be marketable without performance on the sponsor's priorities.

An institution usually expects some advantage, certainly no disadvantage, in hosting a project. We've discussed some ways in which the project could serve the instructional program, bring recognition to the institution, and extend the institution's outreach. Clearly, Indiana University does enjoy advantages in having the designation and the staff of the project.

The expansion of clientele will come naturally. Maintenance of a solid image with the target audiences through good performance will do much for both sponsor and institution.

Costs will predictably rise by inflation alone. If the project continues to develop as it should, the project staff and sponsor must face higher funding levels. The alternatives are decline or diversification. A lower budget would cut into staff and there aren't many staff members! Diversification of funding would be possible (i.e., taking on other work), but would likely change the emphasis and direction of the project.

I like your letterhead motto -- "to promote effective communication by meeting information needs". It has been most appropriate for the beginning phases of the project. Now you may want to emphasize "linkage" and "program improvement" in a new motto.